

## **LESSON 6A and 6B PREPOSITIONS**

### **Materials Required:**

1. **Puppets**
  - a) Several small puppets (teacher's choice)
  
2. **Teaching Aids (provided)**
  - a) Preposition flash cards (10)
  - b) Preposition game cards (10)
  - c) Bird/cage flash cards (6)
  - d) Farm animal game cards (12)
  - e) Location game cards (12)
  
3. **Teaching Aids (not provided)**
  - a) Flyswatters (2 or 3)

### **New Vocabulary:**

1. arriba
2. abajo
3. adentro (de)
4. afuera (de)
5. delante (de)
6. detrás (de)
7. sobre (de)
8. debajo (de)
9. cerca (de)
10. lejos (de)
11. contento
12. la jaula
13. el cielo
14. el pajarito

### **Grammar Structures:**

1. ¿Dónde está [noun]?
2. [Noun] está [preposition] de [noun].
3. No quiero estar [preposition] de [noun].
4. No quiero [verb] [preposition] de [noun].

### **New Songs: SOY UN PAJARITO by Patti Lozano**

<b>LESSON 6, SESSION A</b>	
<b>#1</b>	<b>Greetings. Roll call.</b> ¿Qué día es? ¿Cuál es la fecha? ¿Qué tiempo hace hoy? ¿Qué hora es?
<b>#2</b>	<b>Review farm animals and adjectives.</b> Hold up one animal game card at a time and get volunteers to tell you the name of the animal. Ask them a few quick questions about the animal to review adjectives (i.e., ¿Es fuerte o débil? ¿grande o pequeño? ¿Tiene orejas largas or cortas? ¿Es bonito o feo?)
<b>#3</b>	<b>Sing 3-4 verses of “EL RANCHO DE PANCHO”</b> (L#25) – sing the animals they had the most trouble remembering in activity #2.
<b>#4</b>	<p><b>Introduce the prepositions “arriba,” “abajo,” “adentro,” and “afuera”</b> using <b>flash cards</b>. Say each phrase, using your hands and body to describe each preposition. Have the students repeat after you 3-4 times. For “arriba” and “abajo,” simply point up and down. For “adentro” and “afuera,” make a circle with your left hand and point to the inside and outside with a finger from your right hand.</p> <p>Use each new words in 2-3 sentences, using your hands to describe as many words as possible. State the sentence in Spanish, using your hands, and have the students repeat after you.</p> <p>Aside: Explain to them that the addition of “ito” or “ita” to a noun is the way of making the diminutive in Spanish. Examples: “pájaro” becomes “pajarito,” “casa” becomes “casita.”</p> <p>Sample sentences:</p> <p>El pajarito está <u>arriba</u> en el cielo.  Mi mama está <u>arriba</u> (meaning “upstairs”).  Pon la mano <u>arriba</u>.</p> <p>El pajarito está <u>abajo</u> en la tierra.  Mi papa está <u>abajo</u> (meaning “downstairs”).  Pon la mano <u>abajo</u>.</p> <p>El gato está <u>adentro</u> de mi dormitorio.  La vaca está <u>adentro</u> del rancho de Pancho.  Yo leo <u>adentro</u> de la biblioteca.</p> <p>El pajarito está <u>afuera</u> de la jaula.  El muchacho está <u>afuera</u> en el jardín.  Yo corro <u>afuera</u> de la casa.  Mi perro está <u>afuera</u>.</p>

#5	<p><b>Practice “arriba,” “abajo,” “adentro,” and “afuera”</b> and review body parts by singing <b>“Hokey Pokey”</b> in Spanish. Get into a circle and practice “Pon la mano adentro, pon la mano afuera...” This activity should only take 3-4 minutes.</p>
#6	<p><b>Teach the refrain and first verse of “SOY UN PAJARITO.”</b> Go over the refrain and first verse one line at a time, using your hands to describe the words. Sing at least twice.</p>
#7	<p><b>Introduce the prepositions “cerca de” and “lejos de,”</b> using flash cards. Say each phrase, using your hands and body to describe each preposition. Have the students repeat after you 3-4 times. Clasp your arms around yourself to describe “cerca de” and reach away from your body to describe “lejos de.”</p> <p>Use each new words in 2-3 sentences, using your hands to describe as many words as possible. State the sentence in Spanish, using your hands, and have the students repeat after you.</p> <p>Mi perro está <u>cerca de</u> la mesa.  Mi prima está <u>cerca de</u> mi hermana.  La pluma está <u>cerca del</u> papel.  La biblioteca está <u>cerca de</u> mi casa.</p> <p>La oveja está <u>lejos del</u> rancho de Pancho.  El museo está <u>lejos de</u> la ciudad.  La casa de mi abuela está <u>lejos de</u> la oficina de mi papá.</p>
#8	<p><b>Teach the second verse of “SOY UN PAJARITO.”</b> Go over the verse one line at a time, using your hands to describe the words. Sing at least once more together with the refrain.</p>
#9	<p><b>Practice recognition of prepositions with a Stand Up, Sit Down game.</b> Have all students stand up and close their eyes. Call out a prepositional phrase (arriba, abajo, adentro, afuera, cerca, lejos). At the count of three, the students have to choose the appropriate hand motions to describe the phrase and freeze. Now they can open their eyes and look at the teacher. Students whose hand motions do not match those of the teacher sit down. Continue until only one student is standing up. Reward that student with a prize point.</p>
#10	<p><b>Assign homework:</b> remind students which song and worksheets are due next lesson: “SOY UN PAJARITO” and 26A.</p>
#11	<p>Give <b>prize points</b> for completed homework and for participation and behavior.</p>