

# Level One: Where in the World Do I Start?!

## A 2-week Introductory Lesson Plan



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Most teachers struggle with how to get started with beginning language learners. The first two weeks are best spent helping students:

1.) develop an ear for the language

This is done by using lots of comprehensible, concrete and high-frequency language structures. Classical TPR (commands/gestures) are an integral part of this introductory period.

2.) learn the sounds / phonemes of the language.

(vowel sounds, diphthong/triphthong pronunciations, consonant sounds, etc.)

3.) become comfortable in the language.

Go slowly and guarantee success. Keep in mind that at this point, students are developing ‘passive’ vocabulary skills. They should understand what you are saying, but they may not be able to utter a word or give a verbal response.

The following outline is intended to be a ‘guide’ to help you get started with your students. Read through each day’s lesson and start preparing ahead of time if you can. Collect photos and pictures from various sources: internet, magazines, newspaper, etc. Ask for donations of props: fake food, old uniforms/costumes, stuffed animals, phones, body parts, dolls, etc.

Note: You will notice that most verbs are written in 3<sup>rd</sup> person singular; however, there are several instances of very high-frequency 1<sup>st</sup> person verbs. These verbs tend to come up frequently in class, and therefore are taught in 1<sup>st</sup> person singular as well as 3<sup>rd</sup> person singular.

### **Day One**

Introduce yourself and tell students **a little** about yourself! Talk about how much you love teaching and how much language students are going to pick up! Rules are important, but first impressions are critical! Talk about your

goals and objectives for your students. Have some fun and teach some language right from the start!

**Vocabulary:**

Introductions: I call myself \_\_\_\_ / My name is \_\_\_\_\_.

(Game, chant, rhyme—La manzanita del Peru; clap, clap/snap, snap in a circle—“my name is \_\_\_\_\_. What’s your name? My name is...

**Vocabulary – Classical TPR:**

Teacher / student

(ask students for a funny and appropriate gesture for each.)

School (talk about your school, rival schools, famous schools, etc.)

Talk / listen

He sees

Boy / girl

Runs vs. walks

Cognates (Write word and point as you say the word.)

1 to 3 phonemes\*

\* (Since vowel sounds in Spanish are constant, Spanish phonemes can be taught easily and quickly; more complicated languages, such as French, will take longer. If you notice that students are not remembering previously taught phonemes, then slow down, teach fewer phonemes and show several words with the same pronunciation. (Ex: eau = ‘oh’, Chateau, beaucoup, etc.) After a few days, teach another phoneme, repeating the process as your students demonstrate their proficiency.

**Vignette:** (use interrogative posters)

Choose a student who ‘sparkled’ the first day. Have him/her say, “My name is \_\_\_\_\_.” (Use boy or girl.)

This is (NAME) . She is a girl! Is she a smart girl or a not so smart girl?... She is a smart girl. She is a super smart girl! She is smarter than Albert Einstein! Is she a teacher or is she a student?... She is a student. She is a smart student! She is a SUPER student. She is a super smart student! She is a student at SCHOOL NAME. She walks to the school: school name. Does she run to school or does she walk to school?... She walks to school. She doesn’t run to school; she **walks** to school! (Running isn’t cool.) One day, she is walking to school and she sees a special person! She sees ... ???

Hhhmmm.... Who does she see? Does she see name? (Johnny Depp, Orlando Bloom, Ricky Martin, Buzz Lightyear, etc.) ...She sees \_\_\_\_! Does she run? No! She doesn't run; she is a smart girl! Running is not cool<sup>oo</sup>. She does not run. Does (BOY) run? Yes, he runs! WHERE does he run?- Does he run to (the girl: NAME) or does he run to the (cognate: hospital, hotel, bank, etc.) He runs to (the girl)! He runs to (the girl) and talks to her. He talks super (adverb) and says... hhhmmm??? ... What does he say?... Does he say, "Hola"? No! Does he say, "What's up?" Does he say, "Where's the bathroom?... No! He says, "My name is \_\_\_\_."

<sup>oo</sup> Use a cognate, an idiomatic 'fun' phrase or any word you feel comfortable teaching; sexy, cool, good, fabulous, magnificent, etc.)

## Day Two

Introduce new vocab first, then recycle vocab from previous day.

Then talk about 'classroom, rules, syllabus, expectations, grading, etc.) At the end of class, give students YOUR completed Personal Inventory to learn more about you.

### Vocabulary – Classical TPR:

Cognates

Numbers (1-12)

Telling time on the hour: focus on what time (hour) school starts or ends.

close / open.... The door, book, mouth, eyes, window, etc.

stand up / sit down (on the floor, on the chair, on the table, on your hands, on your feet, fast, slow, etc.)

go to (the) ..... board, desk, office, hospital, hotel, etc.)

look at.... (boy / girl / board / door / window/ etc.)

I like (or love)...

(school, cars, colors, brand names, candy, ice cream, etc.)

(Talk about items you listed on your Personal Inventory.)

**Vignette:** (use interrogative posters)

Choose a volunteer:

Use clock with moveable hands. Position time at 7 o'clock. Ask what time is it? It's 7 o'clock.

It is 7 o'clock. NAME is going to school. NAME opens the door and says...??? Hhhmmm... Does he say "Hi. My name is \_\_\_\_" or does he say "Goodbye?" ... He doesn't say, "Hi. My name is, (because his family already knows his name.) He says, "Goodbye." He says, "Goodbye," because he is going to school. Does he close the door? No- he never closes the door. His mother closes the door. He goes to school. He walks. (He doesn't run, running isn't cool.) He goes to school NAME. He walks adv. < slow or fast. > It is almost 8 o'clock. He sees the school. He says, "I LOVE SCHOOL!" Then he opens the door and goes inside.

Does he close the door? NO! He never closes the door. WHO closes the door? .... No one; it's automatic. He goes inside the school. Now it is 8 o'clock. He goes to his first class. What is his first class? His first class is \_\_\_\_\_. He opens the door and goes inside. Does he close the door? No, he NEVER closes the door! WHO closes the door?.. The teacher closes the door. He **opens** the door, goes to his desk and says, "I LOVE (CLASS)!" Then the teacher closes the door and goes to the board. She writes on the board: "I love 3 o'clock!" Why does she write "I love 3 o'clock?"...

<answer: School ends at 3 o'clock.>

### Day Three

Introduce new vocab first, then recycle vocab from previous days. At the end of class, give students Homework: complete personal inventory.

#### Vocabulary:

Cognates

pencil, paper, pen, backpack, eraser, marker, hand, cell phone, foot, leg, arm, finger, nose, etc.

Put the/your \_\_\_\_\_ ...

...under the table, chair, your feet, your arm, your hand, etc.

...on the chair, your head, your foot, your shoulder, your arm, etc.

(Don't) write...

... a note, a letter, the letter 'j', a text message, on the board, on your hand, on your arm, on your desk, your chair, on you're My Space, to your mother, to your father, to your etc.,

Do you have (a) \_\_\_\_\_ ?...-- I have \_\_\_\_\_ ...

... Friends, Family: mom, dad, sisters, brothers, money, car, pencil, paper, backpack, pen, computer, cell phone, My Space, text messaging, etc.

**Vignette:** (Use interrogative posters. Write numbers on the board.)

Choose a volunteer:

NAME has a My Space page. S/he has a lot of friends on his My Space. How many friends does s/he have? NAME says, “I have 2904 friends.” Wow!- You have a lot of friends. Who is your #1 friend on you’re my Space list? NAME says, “\_\_\_\_\_ is my #1 friend.”

One day (FAMOUS PERSON) writes a letter/message to NAME. S/he writes: “Hi. My name is \_\_\_\_\_. You have 2904 friends. I only have one friend. I have 3 dog; I have 2 sisters; I have 3 backpacks; I have 39 pencils and I have 22 pens. I have 3 computers (a tower, a handheld and a portable laptop). I have a lot of money and 13 cars, but I only have one friend. Will you be my friend?”

NAME has a lot of friends, so NAME writes to (FAMOUS PERSON): “I have a lot of friends. I have too many friends. Sorry, but you can’t be my friend.” Poor FAMOUS PERSON! S/he only has one friend.

FAMOUS PERSON puts a photo on his/her MY Space and writes a message: “Do you want to be my friend?” No one responds. . FAMOUS PERSON puts another photo on his/her MY Space. S/he puts a photo of his/her nose. S/he writes: “I have a very nice nose. Do you want to be my friend?” No one responds. . FAMOUS PERSON puts another photo on his/her MY Space. S/he puts a photo of his/her hand. S/he writes: “I have very nice hands. Do you want to be my friend?” No one responds. FAMOUS PERSON puts another photo on his/her MY Space. S/he puts a photo of his/her \_\_\_\_\_. (ear, arm, foot, leg, knee, etc.) S/he writes: “I have very nice \_\_\_\_\_. Do you want to be my friend?” Finally, many people respond. They write: “Yes!” Now FAMOUS PERSON has 10,398 friends. NOW NAME writes to him/her and says, “You have nice photos on your My Space. I only have 2904 friends, so guess I will be your friend.” FAMOUS person writes back: “I have a lot of friends. I have 10,398 friends. Sorry, but I don’t have space for more friends.

### **Day Four**

Introduce new vocab first, then recycle vocab from previous days. Remind students to complete personal inventory.

### **Vocabulary:**

## Cognates

He is / I am... adj.: strong, weak, tall, short, pretty, ugly, athletic, etc.

He is / I am... nouns: actor/actress, politician, singer, criminal, scholar, scientist, etc.

(More) body parts: hair, eyes, mouth, ears, etc. (Sing, rhyme, TPR)

take out your... / put your \_\_\_\_ away

### **GAME: Take out your...**

All students should come to class with appropriate supplies, and this game is a good way to see who has brought them and who KNOWS what they are in the Target Language. The first to show the item, wins a point, a piece of candy, a prize, a high five or applause.

Take out a....

... Pencil, blue pencil, pen, black pen, paper, notebook, book, backpack, etc.

Once students have the item out, pause and tell them: "Put your \_\_\_\_ away."

### **DISCUSSION:**

Who is strong? Who is the strongest in the class? Who is the strongest in Hollywood? Who is the strongest in Washington DC? Who is the strongest in the world?

< substitute other adj.: short, tall, weak, handsome, pretty, etc.>

### **GAME: WHO AM I? ...**

Using adjectives from Target Vocab list, describe a person and wait for students to respond with correct name: My name is \_\_\_\_\_ (I call myself \_\_\_\_.) Pause after each description to give students a chance to answer.

#### **EXAMPLES:**

I am tall. I am athletic. I am rich. I am from Chicago. I am a professional athlete. (My name is Michael Jordan.)

I am short. I am not too handsome. I am rich! I am famous. I am from Hollywood. I am an actor. (I am in the movies: **Twins**, **Matilda**, etc. (My name is Danny DeVito.)

I am not tall. I am not short. I am very pretty. I am a model. I am a blonde. I am also an actress. I am in "Bay Watch." (My name is Pamela Anderson.)

I am handsome. I am REALLY handsome. I am from Hollywood. I am an

actor. I am in many movies. I am in Pirates of the Caribbean. I am not Orlando Bloom. (My name is Johnny Depp.)

I am kind of pretty. I am young. I am an actress. I have a lot of problems. I am very famous! I am usually in re-hab or jail. (My name is Lindsay Lohan.)

I am really skinny. I am not too pretty, because I am so skinny. I am a model/actress. I am Paris Hilton's best friend. (My name is Nicole Richie.)

Add your own... Have students invent their own too.

### **VENN DIAGRAMS**

Have students compare / contrast various people according to their physical characteristics: tall, short, skinny, chubby, etc. Use classmates, teachers, professional athletes, actors, famous people, etc. Students should fill in the diagram with adjectives, which are listed on the board/overhead.

#### **Vignette:**

Based on answers to discussion questions above, create a short situation or vignette highlighting some of the more humorous student responses.

Example: STUDENT IN CLASS is strong. NAME is really strong. S/he is stronger than... Arnold Schwarzenegger, than Mr. Universe, than an Olympic athlete, than an elephant, etc. S/he is so strong that... he can pick up a Ford F-150, an elephant, Shamu, 10,000 pencils, 2 tons of paper, 47 notebooks, etc.

### **Day Five**

Introduce new vocab first, then recycle vocab from previous day(s). Collect completed personal inventories. Read them over the weekend. Place them in file folders and organize them by class period. Keep them in a handy place in your classroom for quick reference in order to use them next week.

#### **Vocabulary – Classical TPR:**

He's hungry (he has hunger, etc.)  
He's hot  
He's cold  
He's afraid  
He's happy, sad, sick, tired, fine, good, bad  
He needs... (school supplies, to do something, etc.)

### **CLASS DISCUSSION**

Show photos from various sources. Describe each person as you show the photo. Then hold up two photos and ask "Who is hungry? Afraid? Happy? Sad? Etc. What does he/she need? When attention wanes, ask individuals if they are hungry, happy, etc. and what each of them needs? Do you need \_\_\_\_\_? (a pencil, paper, notebook, money, a car, etc.)

### **Vignette**

Nicole Richie is hungry. She is very hungry. Does she eat?... No! She doesn't eat! She doesn't eat, because she is afraid. What is she afraid of?... She is afraid of FOOD. She is afraid of French fries. She is afraid of Big Mac's, etc. etc. She is afraid of getting fat. She is really, really skinny. She is skinny AND hungry! She's cold too! She is cold, because she is so skinny! She is never hot! She is never hot, because she is so skinny! She is hungry too. She is hungry, because she doesn't eat! She is tired! She is tired, because she is so skinny. She is tired, because she doesn't eat. Nicole is not happy. She is not happy because she is sick! She needs help! She needs to eat! She needs new friends!

Nicole goes to Alaska. Is she hot or is she cold?.... She is cold She is really cold! WHAT does she NEED? ... She needs to eat! She is not happy in Alaska. Is she afraid?... WHAT is she afraid of?... She is afraid of Alaskans. WHERE does she go?... She goes to Antarctica. Is she hot or is she cold?... She is still cold. She is really cold. She says, "I want to be WARM!" WHAT does she NEED? ... She needs to eat! She is not happy in Antarctica. Is she afraid?... WHAT is she afraid of?... She is afraid of Eskimos. WHERE does she go?.... She goes to Wisconsin. Is she hot or is she cold?.... She is cold! WHAT does she NEED? ... She needs to eat! She is not happy in WI. Is she afraid?... WHAT is she afraid of?.. She is afraid of Cheeseheads! Etc. etc.  
Arizona – scorpions

Florida - hurricanes  
Hollywood – OJ Simpson

## Week Two: Day Six

### Vocabulary:

\_\_\_\_\_ is pleasing to him/her. / He/she likes \_\_\_\_\_.  
He cries

### RECYCLE:

All old vocab

Talk about things you (the teacher likes) I like \_\_\_\_\_. Do YOU like it too? Read “What’s your favorite” responses from Personal Inventories and select a few students to highlight in a few short vignettes:

### Vignette:

NAME likes \_\_\_\_\_ ice cream. FLAVOR is his favorite. He says, “I love \_\_\_\_\_ ice cream!” He NEEDS \_\_\_\_\_ ice cream! He goes to \_\_\_\_\_. He doesn’t see \_\_\_\_\_ ice cream. He is sad. He cries. FAMOUS PERSON sees NAME. FAMOUS PERSON says, “Why are you crying?” NAME says, “I like \_\_\_\_\_ ice cream. I don’t have \_\_\_\_\_ ice cream. I NEED \_\_\_\_\_ ice cream.” FAMOUS PERSON says, I have \_\_\_\_\_ ice cream. What does famous person do?....

FAMOUS PERSON:

Eats \_\_\_\_\_ ice cream. NAME cries more!  
Gives \_\_\_\_\_ ice cream to NAME. NAME eats ice cream.  
Sells \_\_\_\_\_ ice cream to NAME for \$ \_\_\_\_\_.

### Vignette:

NAME likes \_\_\_\_\_ pizza.... FLAVOR is his favorite. He says, “I love \_\_\_\_\_ pizza! I need \_\_\_\_\_ pizza! He goes to:  
1.) NYC (he says, I don’t like NY pizza.)  
2.) Chicago (he says, I don’t like Chicago pizza.)  
3.) Italy (he says, I like Italian pizza! I LOVE Italian pizza!

### Vignette:

NAME doesn't have a pen. NAME needs a pen. He needs a pen for Spanish class.

## **Day Seven**

Introduce new vocab first, then recycle vocab from previous days.

### **Vocabulary:**

Numbers 1 – 20

There is / there are (hay, il y a, es gibt)

Encima de / debajo de

### **GAME: Tell Me What's on the Table.**

Collect props/items of previous vocab items:

Pens, pencils, paper, notebooks, erasers, backpack, paper, cell phones, body parts (from dolls), etc. Place a variety of items on a table (or the floor) and show the class the items. Talk about each item: size, number, color, etc. Count the items and discuss the following:

- how many items there are on the table
- how many of each specific item there are
- how many of specific colors, sizes, etc. there are

Cover the items with a table cloth or sheet. Now ask students: "What is there on the table?- Is there a \_\_\_\_ ? (pencil) How many \_\_\_ are there? What is under the cloth? After discussion, have students write as many items as they can remember. They should write at the top of their paper, "On the table, there is.... " Each item should be listed. The person with the most accurate list wins.

### **GAME: What's under the Hat?**

Collect props/items of previous vocab items:

Pens, pencils, paper, notebooks, body parts (from dolls), etc. Take a large hat/sombrero or other large object and place it on the floor. Have students put their heads down so they cannot see what you slip under the hat. Place an item under the hat and ask, "What is under the hat?" Students guess what is under the hat. If they guess correctly, they win a point, extra credit, candy, high five or applause.

## **Days Eight and Nine**

Continue to recycle and practice all previously introduced vocabulary. Keep in mind that you have been teaching a great deal of vocabulary, which will result in ‘passive’ language skills. Students may not be able to say the words, but they should be able to understand them when they hear them. Today, you will focus on three phrases that you have already introduced. Lessons for Days 8 and 9 will be more narrow and deep. In other words, you will focus on a few key phrases in order to teach the following mini-story:

**Mini-Story for Back-to-School Night (by Susan Gross)**

There is a family of mice. There is a momma mouse and there are 3 babies. They are happy. One day, a cat comes. The cat runs toward the babies. They yell, “Momma, Momma, a cat! A cat!” Momma runs to her babies. She sees the cat and yells, “Bow wow!” The cat yells, “AAAh!” and runs away. The family is happy again.

What is the moral to the story?: Knowing a second language comes in very handy.

**See [SusanGrosstprs.com](http://SusanGrosstprs.com) for lesson details.**

**Day 8 Vocabulary**

cat, runs, mouse

Cognate: mouse (raton/ratoncito, etc.)

**Day 9 Vocabulary**

comes, sees, yells

**Day Ten**

Review cat and mouse story and teach new vocabulary.

**Vocabulary:**

Where is... ?

It is to the right, to the left

On the...

Above...  
Below the ...  
Between...

**GAME: Where's the Penny?**

Draw or copy a picture of a body (or an outline of a body) onto an overhead transparency. Show the body and talk to students about the body. Identify the various body parts, using as many recycled vocab phrases as possible. (ie: He has two arms. He has a big nose. His hands are big. He has long legs. If there is a face on your picture, then talk about how he/she feels. Is she happy or sad? Cold or hot? Etc. After warm-up discussion, turn off the overhead and tell students to put their heads down. Take a penny and place it somewhere on the body on the overhead. Cover the picture with a piece of paper and ask: "Where's the Penny?" Students will guess where the penny is. Is it on his head? Under his arm? Between his legs? Above his head? To the right of his legs. To the left? Etc. When a student guesses correctly, then repeat the process. Hide the penny again and ask, "Where's the penny?"

Options: You can also hide a small pencil, pen, paper, eraser, etc. Ask Where's the \_\_\_\_\_ ?

After you've used the phrases several times (above, below, etc.), then focus on asking questions that pertain to WHERE. (ie: Where's the teacher's desk? Where's the door? Where's the blue pencil? Etc.)

End week 2 by reviewing vocab from last two weeks via partner practice, free write, quiz, etc.