

Lesson:

Classroom Stationery



General:

Time:	40 mins - 1 hour
Objectives:	Talking about classroom stationery and requesting things
Structures:	"¿Qué hay en tu mochila?" "Traígaeme (el lápiz) por favor" "Póngalo/los en mi mochila" "¿Tienes mi/un (lápiz)?"
Target Vocab:	mochila, lápiz, pluma, libro, pegamento, crayones, regla, borrador, tijeras, cartuchera, engrapadora, sacapuntas, cinta adhesiva

You will need to download:

Flashcards:	lápiz, pluma, libro, pegamento, crayones, regla, borrador, tijeras, cartuchera, engrapadora, sacapuntas, cinta adhesiva (<i>only required if you do not have enough stationery for everyone to use</i>)
Printables:	<ul style="list-style-type: none"> • Materiales escolares worksheet • Emparejar Artículos de Escritorio 3 worksheet • ¿Qué hay en tu Mochila? song poster • Warm Up & Wrap Up lesson sheet
Readers:	La Mochila Escolar Mágica de José
Songs:	¿Qué hay en tu Mochila? (<i>What's in your Bag?</i>)

These can be downloaded at <http://www.spanishkidstuff.com/lesson-plans.html>

You will also need:

- bags of stationery (with all the objects in the song: pencil, pen, book, glue, crayons, ruler, eraser - enough for each student (possibly ask parents to prepare)) - *if you don't have enough for everyone you can use flashcards in a bag instead*
[[please use mochila, lápiz, pluma, libro, pegamento, crayones, regla, borrador, tijeras, cartuchera, engrapadora, sacapuntas, cinta adhesiva]]
- CD / Tape player / Computer or something to play the song on

Notes:

This is a great lesson for learning different classroom stationery and also for requesting things.

Lesson Overview:

Warm Up and Maintenance:

1. See our "Warm Up & Wrap Up" lesson sheet.

New Learning and Practice:

1. Introduce the vocab
2. Play "What's Missing?"
3. Play "Bring me the item"
4. Sing the "¿Qué hay en tu Mochila?" song
5. Play "Object Swap"
6. Read classroom reader "La Mochila Escolar Mágica de José"
7. Do the "Materiales escolares" worksheet

Wrap Up:

1. Set Homework: "Emparejar Artículos de Escritorio 3" worksheet
 2. See our "Warm Up & Wrap Up" lesson sheet.
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Lesson Procedure:

Warm Up and Maintenance:

See our "Warm Up & Wrap Up" lesson sheet.

New Learning and Practice:

Preparation: Before class, prepare enough bags of stationery (with all the objects in the song: pencil, pen, book, glue, crayons, ruler, eraser, scissors, pencil case, stapler, pencil sharpener, tape so that each student has a bag. It may be easier if you tell your students (or their parents) what to bring in the preceding class – though have plenty of spares for students who forget. For the bags, simple supermarket bags are fine.



NOTE: if you don't have enough stationery items for everyone you can use flashcards in a bag instead

1. Introduce the actions vocab

Have everyone sit so they can see the table you are going to use. Before class, put the following stationery items in a bag: lápiz, pluma, libro, pegamento, crayones, regla, borrador, tijeras, cartuchera, engrapadora, sacapuntas, cinta adhesiva.



First, hold up the bag and teach / elicit and chorus the word "mochila". Then take out the first item from the bag (e.g. un lápiz) and elicit / teach and chorus the word. Place that object on the table. Do the same for all the objects, each time placing them in a line on the table.

When all the items are on the table, point to each in turn and elicit the item.

2. Play "What's Missing?"

Tell everyone to close and cover their eyes. Take away an item from the table and hide it behind your back. Then say "Abran los ojos" (Open your eyes). Point to the missing space on the table and encourage everyone to shout out the missing item. Keep playing until you have practiced every word.



3. Play "Bring me the item"

Pick up all of the items from the table and place them around the room. Then select a student and say "Tráigame (las tijeras)" – that student will have to stand up, locate the object and bring it to you (dropping into your bag). Do this for all the objects, each time selecting a different student. For a challenge, you can have everyone close and cover their eyes as you put the objects around the room.

Next, put students in pairs. Each pair should have one bag of the stationery objects between them (if you don't have enough for everyone you can use flashcards in a bag instead). One of the students should place different items around the room and then ask his/her partner to collect each item and place into his/her bag using the structures:

- "Tráigame la (cinta adhesiva), por favor."
- "Póngalo (la) en mi mochila."
- "Gracias."



When the bag is full, the students can change roles.

4. Sing the "¿Qué hay en tu Mochila?" song

By now your students will be ready for the song. Make sure everyone has a bag full of the items from the song (*if you don't have enough for everyone you can use flashcards in a bag instead*). Explain that they have to listen carefully and take out each item in the order of the items in the song – and place them in a line, in the correct order, on their desk. Play the song and then check the order of everyone's items after the song has finished (you can use the song poster for this). You may want to do this activity 2 or even three times until everyone can get the order right.

Lyrics for the "¿Qué hay en tu Mochila?" (What's in your Bag?) song

Coro:

¿Qué hay en tu mochila?
 ¿Qué hay en tu mochila?
 ¿Qué hay en tu mochila?

Estrofa 1:

¿Tienes un lápiz?
 ¿Tienes un pluma?
 ¿Tienes un libro?
 ¿Tienes pegamento?

Coro

Estrofa 2:

¿Tienes crayones?
 ¿Tienes una regla?
 ¿Tienes un borrador?
 ¿Tienes tijeras?

Coro

Estrofa 3:

¿Tienes una cartuchera?
 ¿Tienes una engrapadora?
 ¿Tienes sacapuntas?
 ¿Tienes cinta adhesiva?

Coro

Gestures for the "¿Qué hay en tu Mochila?" (What's in your Bag?) song

There is a great activity to go with this song.

- before class, prepare enough bags of stationery (with all the objects in the song) so that each student has a bag (*if you don't have enough for everyone you can use flashcards in a bag instead*). It may be easier if you tell your students (or their parents) what to bring in the preceding class – though have plenty of spares for students who forget. For the bags, simple supermarket bags are fine.
- play the song and have students listen and take out each item of stationery as it is sung and place the items on their desk in the correct order (you can check by using the song poster). This can be quite challenging, but good fun! You may want to play the song two or three times to give everyone a chance of getting the correct order.



"¿Tienes un libro?"

5. Play "Object Swap"

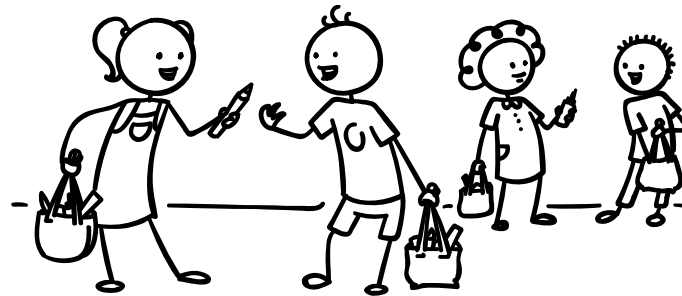
By the end of the song activity, everyone will have their stationery objects (*or flashcards*) in front of them, on their desks. We are going to mix them all up amongst the students and then everyone will have to find their objects again!

Start by saying to one student, "Coleccione los (lápices) y dele a cada uno un lápiz diferente" (Collect the (pencils) and give everybody a different pencil). Do the same for all of the objects (using different student to distribute them), so by the end everyone has a bag full of stationery which isn't theirs.

Everybody now has to find their own stationery. Get everyone to stand up and mingle, using the structure:

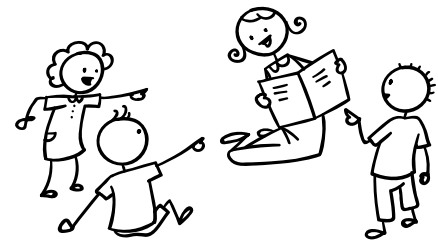
- *¿Tienes mi (lápiz)?*

As everyone mingles they have to swap their objects (each student cannot have two or more of any one item) and continue until their bag is full of their own items.



6. Read classroom reader "La Mochila Escolar Mágica de José"

This classroom reader ties in perfectly with the lesson vocab and objectives. Before class, download and print off the reader "La Mochila Escolar Mágica de José" from our website. As you go through each page, point to the items José pulls out of his school and elicit what they are and practice using the lesson structures:



Teacher: "¿Qué hay en tu mochila, José?" (reading from page 2). ¿Qué piensan que tiene en su mochila?

Students: ¿lápices, crayones? (etc. - guessing)

Teacher: Bueno, vamos a ver ... (turning to page 3) ... ¡O, mira! ¿Qué son estos?

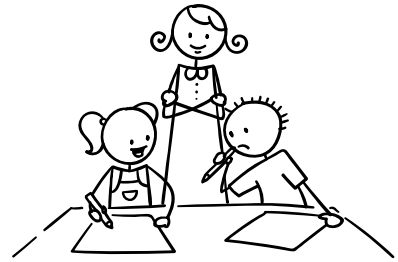
Students: ¡Lápices y plumas!

Teacher: ¡Sí, es correcto! (reading from page 3) "Tengo lápices y plumas". ¿Qué más piensan que tiene en su mochila?

Get the students really involved in the story by asking lots of questions (e.g. eliciting the objects and their colors) and getting everyone to guess what items he will pull out next.

7. Do the "Materiales escolares" worksheet

Give out the worksheets and have everyone color, read and write the words for each object. Circulate as everyone is working away, and ask lots of questions (e.g. ¿Qué es esto? (What's this?), ¿De qué color es? (What color is this?), ¿Tienes (un lápiz)? (Do you have (un lápiz)?), etc.).



Wrap Up:

1. Assign Homework: "Emparejar Artículos de Escritorio 3" worksheet.
2. Wrap up the lesson with some ideas from our "Warm Up & Wrap Up" lesson sheet.

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- All flashcards, worksheets, craft sheets, readers and songs used in this lesson plan can be downloaded at spanishkidstuff.com/lesson-plans.html
 - More free Lesson Plans are available at spanishkidstuff.com/lesson-plans.html

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