



La chica quiere café

A COMPLETE LESSON TO BEGIN
THE YEAR RIGHT IN LEVEL 1 SPANISH

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LA CHICA QUIERE CAFÉ

THE GIRL WANTS COFFEE



This can be the first full story of the school year for a Spanish I class. It can be told at **the beginning of the second or third week of class**, or it can be saved until later.

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The written story, student handouts, and a quiz follow this initial explanation. There are also versions of the story and quiz in English for those that do not teach Spanish.

HOW TO GET STUDENTS READING RIGHT AWAY

Participants in seminars and workshops often ask how beginning students can quickly begin to read independently. Baby steps like this are what works. Here's the short version:

1. Teach high frequency verbs beginning on the first day of class.
2. Create a simple story with your class using those verbs. Use student answers to make it fun.
3. Write up the story and have students read it.

That's it. Here's a fuller explanation:

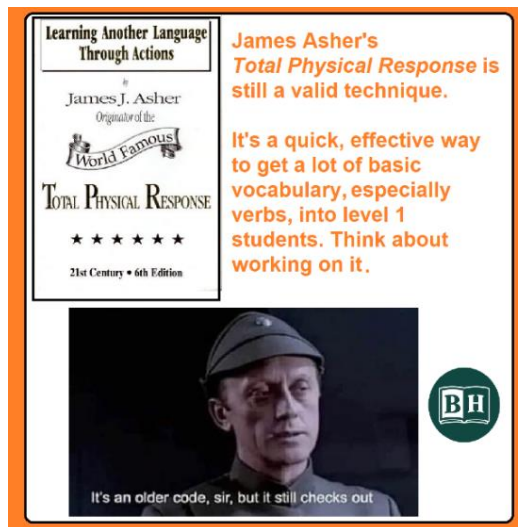
TEACH HIGH-FREQUENCY VERBS WITH TPR THE FIRST WEEK

These 14 high frequency verbs can be taught and used (in the third person singular form of the present tense) with classical TPR gestures, unusual commands, and a few short scenarios in the first week. Most verbs at this stage should be high-frequency—the most commonly used verbs in the language:

hay, es, está, tiene, quiere, le gusta, le dice, le da, toma, pone, habla, come, mira, sonríe

there is, is, is, has, wants, likes it, says to him/her, gives her/him, takes, puts, talks, eats, looks at, smiles

Verbs should be taught in a “ready to wear” mode, meaning that they are presented in the third person, present tense plus the indirect object, if needed. At this stage, the indirect object is presented as part of the verb from the very first time students heard it. So, **dar** (to give) is not taught as an infinitive. Instead, it is presented as **le da** (gives him/her). Same with **le dice** (says to her/him) and **le gusta** (she/he likes it). The logic being that these verbs almost always require an indirect object, so students might as well hear them paired together from the initial exposure and not have to unlearn bad habits later. Plus, beginners tend to memorize language chunks. This chunked pairing makes sense to the mind of a novice language learner.



These verbs come from this list of **Important Verbs**:

<https://www.brycehedstrom.com/wp-content/uploads/IMPORTANT-VERBS-2.pdf>

TEACH USEFUL VOCABULARY WITH MOVEMENT

In previous lessons in the first two weeks, students can also learn:

- A few **body parts** by singing and moving to *The Hokey Pokey*, and *Head & Shoulders, Knees & Toes*.
Get video links for these songs and others your students need to know here:

<https://www.brycehedstrom.com/wp-content/uploads/SONGS-ALL-SPANISH-STUDENTS-NEED-TO-KNOW-1.pdf>

Download the lyrics to the body parts songs here:

<https://www.brycehedstrom.com/wp-content/uploads/CABEZA-HOMBROS-RODILLAS-Y-PIES-1.pdf>
<https://www.brycehedstrom.com/wp-content/uploads/EL-JOQUI-POQUI.pdf>

- Some **basic colors** with games and mini stories
Download the color lessons here: <https://www.brycehedstrom.com/2020/teaching-the-colors/>
Download just the color song lyrics:
<https://www.brycehedstrom.com/wp-content/uploads/LOS-COLORES-CANCION.pdf>

All of these songs, and many more, are included in *Songs for Spanish Class*:

<https://www.brycehedstrom.com/product/ebook-songs-for-spanish-class/>

- Some useful **classroom objects** with TPR gestures, mainly pointing at, looking at, touching and yelling at things in the classroom.

- A few **courtesy expressions** just to keep us all polite.