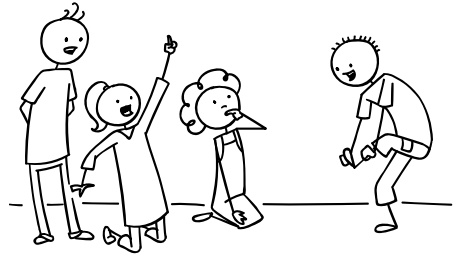


Lesson:

## Morning Routines



### General:

Time:	40 mins - 1 hour
Objectives:	Saying morning routine verbs
Structures:	"Es hora de ..." "Tengo que ..."
Target Vocab:	Buenos días, despertarse, levantarme, me lavo la cara, me cepillo el cabello, me visto, como mi desayuno, cepillo mis dientes, me pongo mis zapatos, ir a la escuela

### You will need to download:

Flashcards:	despertarse, levantarme, me lavo la cara, me cepillo el cabello, me visto, como mi desayuno, cepillo mis dientes, me pongo mis zapatos, ir a la escuela
Printables:	<ul style="list-style-type: none"><li>• Mi Mañana worksheet</li><li>• ¡Alistémonos! worksheet</li><li>• Canción Rutinas de las Mañanas song poster</li><li>• Warm Up &amp; Wrap Up lesson sheet</li></ul>
Songs:	Canción Rutinas de las Mañanas (The Morning Routines Song)

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

### You will also need:

- colored crayons or pencils
- CD / Tape player or something to play the song on
- white / black board with marker / chalk
- large blank paper to give students

### Notes:

This lesson introduces lots of nice daily routine verbs used in the present simple tense.

## Lesson Overview:

### Warm Up and Maintenance:

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

### New Learning and Practice:

1. Teach the morning routines verbs
2. Practice the morning routines verbs
3. Play "Flashcard touch" on the board
4. Do "Morning Routines" Drawings
5. Sing "Canción Rutinas de las Mañanas"
6. Do the "Mi Mañana" worksheet
7. Play charades

### Wrap Up:

1. Set Homework: "¡Alistémonos!" 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:

#### 1. Teach the morning routines verbs

Start with a guessing game. Before class print out the flashcards for morning routines. Start with an easy one – "cepillo mis dientes" – look at the card but don't show it to anyone. Do the action for brushing your teeth and ask "¿Qué estoy haciendo?" (What am I doing?). It's ok if the students answer in their first language – whoever answers first is the winner. Try and elicit the Spanish or if not, teach "cepillo mis dientes". For the next card,



the winner can look at the card and do the action. Again, elicit / teach the Spanish. Continue until all the cards / actions have been guessed.

## 2. Practice the morning routines verbs

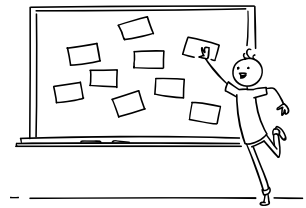
Put the cards randomly on the board (stick on with blue-tak or tape) and draw a circle around each card. Start by chorusing each card quickly (Teacher: "despertarse", Students: "despertarse"). Go through chorusing all the cards at least three times, getting quicker and quicker as you go. Next, point to a card and say "¿Qué es esto?" (What's this?).



Get everyone to say the card together. Point to each card and get the class to shout out the verbs together as you touch each card. Finally, remove one card from the board – the circle it was in will still be there. Point to the empty circle and again say "¿Qué es esto?" – get everyone to shout out together the missing card. Point to other cards and elicit them, slowly removing all the cards from the board leaving just their circles. See if everyone can remember the words without any cards being there!

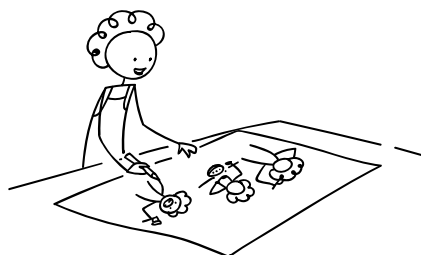
## 3. Play "Flashcard touch" on the board

Put the cards back on the board, at a height that everyone can reach. Model the game first – select a student and say "Tocar 'me pongo mis zapatos'". The student should go to the board and touch the correct card. Then get the student to do the same for you. When everyone has got the idea put them in pairs and get each pair to stand at the other end of the room. In pairs, each student says a verb phrase as their partner runs to the board and touches the right card.



## 4. Do "Morning Routines" Drawings

Give out a large sheet of paper (e.g. A3) to each student and model the activity. Draw things you do in the morning (e.g. cepillo mis dientes, eat toast, watch TV) – it doesn't have to be just the activities from the flashcards / song, anything that you do is good. Then encourage each student to draw what they do. As they are drawing, go around the class asking questions (e.g. ¿Qué es esto? (What's this?), ¿De verdad comes chocolate por la mañana? (Do you really eat chocolate for breakfast?), etc.). At the end, get everyone to stick their sheet of paper on the classroom walls. Pair up students and get them to try and guess what the pictures are.



## 5. Sing "Canción Rutinas de las Mañanas"

Put the morning routine flashcards up on the board in the order of the song, or alternatively, use our song poster. Get everyone to stand up and teach the actions and gestures for the song (see Gestures and activities to use with "Canción Rutinas de las Mañanas" below). Then play the song and get everyone to sing and do the actions along with you. Play twice so everyone gets the hang of it.

### Lyrics for "Canción Rutinas de las Mañanas" (The Morning Routines Song)

#### Coro:

¡Buenos días! ¡Buenos días!  
Es hora de despertarse  
¡Buenos días! ¡Buenos días!  
Tengo que levantarme

#### Estrofa 1:

Me lavo la cara (lavo, lavo, lavo),  
Me cepillo el cabello (cepillo, cepillo, cepillo),  
Me visto (visto, visto, visto),  
¡Hay tanto que hacer!

#### Coro

#### Estrofa 2:

Como mi desayuno (como, como, como),  
Cepillo mis dientes (cepillo, cepillo, cepillo),  
Me pongo mis zapatos (pongo, pongo, pongo),  
¡Hay tanto que hacer!

Es hora de ir a la escuela.



"Me lavo la cara (lavo, lavo, lavo)"

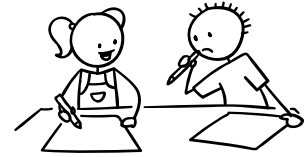
### Gestures for "Canción Rutinas de las Mañanas" (The Morning Routines Song)

As you sing the song, follow these actions:

- "¡Buenos días! ¡Buenos días!" – stretch your arms up (as if just waking up)
- "Es hora de despertarse" – point at imaginary wrist watch for "Es hora de" and open your hands in front of your eyes for "despertarse" (to gesture opening your eyes)
- "Tengo que levantarme" – do an energetic star jump on "levantarme".
- "Me lavo la cara (lavo, lavo, lavo)" – gesture washing your face
- "Me cepillo el cabello (cepillo, cepillo, cepillo)" – gesture brushing your hair
- "Me visto (visto, visto, visto)" – gesture getting dressed
- "¡Hay tanto que hacer!" – gesture wiping your forehead and looking tired out
- "Como mi desayuno (como, como, como)" – gesture eating breakfast
- "Cepillo mis dientes (cepillo, cepillo, cepillo)" – gesture brushing your teeth
- "Me pongo mis zapatos (pongo, pongo, pongo)" – gesture putting on your shoes
- "Es hora de ir a la escuela." – point at imaginary wrist watch for "Es hora de" and wave goodbye for "ir a la escuela".

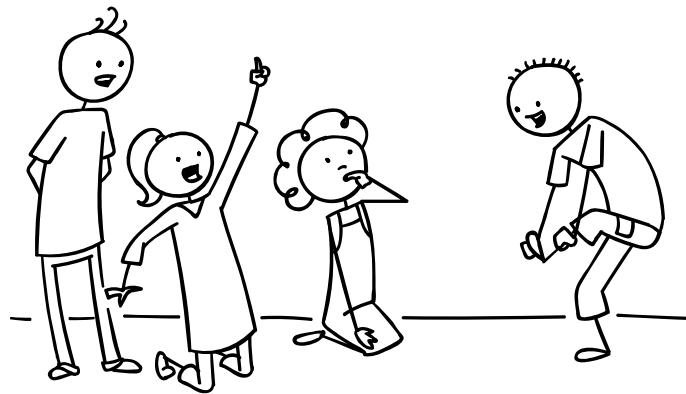
## 6. Do the "Mi Mañana" worksheet

Give out the Mi Mañana worksheet to each student. Model the worksheet and then have everyone work on the sentences. As everyone is working on their worksheets go around the class and ask questions (e.g. ¿Qué dice ahí? (What does that say?), ¿Tu tomas una ducha en la mañana? (Do you take a shower in the morning?)).



## 7. Play charades

To finish the class, get together the morning routines flashcards and also any other action verb flashcards you have used in previous lessons. Divide the class into 2 teams. One student comes to the front of the class and acts out the flashcard you show to him/her. The first person to shout out the correct answer wins a point for his/her team.



## Wrap Up:

1. Assign Homework: "¡Alistémonos!" 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](http://spanishkidstuff.com/lesson-plans.html)
  - More free Lesson Plans are available at [spanishkidstuff.com/lesson-plans.html](http://spanishkidstuff.com/lesson-plans.html)

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