

Lesson:

Subject Pronouns (Yo, Tú, Él, Ella, Nosotros/as, Ello/as)

General:

Time:	40 mins - 1 hour
Objectives:	Using subject pronouns to practice saying how different people are feeling or acting
Structures:	"¿Quién está/tiene ...?" "Yo estoy / tengo", "Tú estás/ tienes", "Él está/tiene", "Ella está/tiene", "Nosotros estamos/tenemos", "Ellos están/tienen", "Ellas están/tienen", "¿Quién está/tiene"
Target Vocab:	hoy, feliz, triste, hambre, silencioso, ruidoso, sueño

You will need to download:

Flashcards:	feliz, triste, hambre, silencioso, ruidoso, sueño + various adjective, animal and transport flashcards [[[please use hoy, feliz, hambre, silencioso, ruidoso]]]
Printables:	<ul style="list-style-type: none"> • Pronombres Personales de Sujeto 1 worksheet • Pronombres Personales de Sujeto 2 worksheet • ¿Quién está Feliz? song poster • Warm Up & Wrap Up lesson sheet
Songs:	¿Quién está Feliz? (Who is Happy?)

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

You will also need:

- 7 large cards each with a subject pronoun written on (Yo, Tú, Él, Ella, Nosotros, Ellos, Ellas) in thick marker pen
- empty plastic bottle
- board with markers / chalk
- blue tak or tape to stick cards to your board and walls
- CD / tape player / computer or something to play the song on

Notes:

This lesson is great for teaching the structure of subject pronouns plus "ser" and "tener" in combination with adjectives and nouns.

Lesson Overview:

Warm Up and Maintenance:

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

New Learning and Practice:

1. Introduce the vocab: subject pronouns (Yo, Tú, Él, Ella, Nosotros, Ellos, Ellas)
2. Play "Wall Touch"
3. Do the "Subject Pronoun Chant"
4. Introduce the vocab: adjectives
5. Play "Guess which adjective"
6. Sing the "¿Quién está Feliz?" song
7. Play the "I like strawberries" pair-work activity
8. Do "Pronombres Personales de Sujeto 2" worksheet
9. Play "Spin the bottle"

Wrap Up:

1. Set Homework: "Pronombres Personales de Sujeto 1" 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. Introduce the vocab: subject pronouns (Yo, Tú, Él, Ella, Nosotros, Ellos, Ellas)

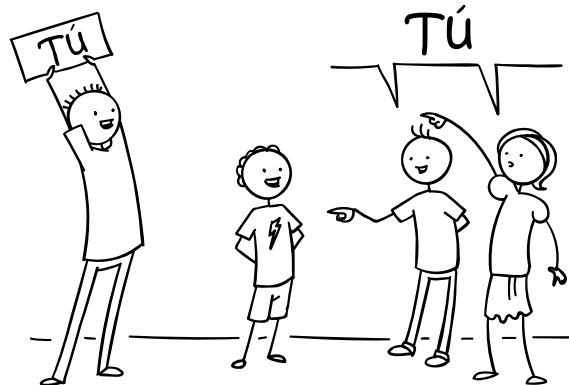
Before class prepare 7 large pieces of card with one subject pronoun written on each piece (Yo, Tú, Él, Ella, Nosotros, Ellos, Ellas).

Get everyone standing up and show the first card "Yo". Shout "Yo" and point to yourself and get everyone to do the same (pointing to themselves). Do a few times and then put the card on the board.



Next show the "Tú" card and point to someone and say "Tú", again have everyone follow along. For "Él" and "Ella", point at a girl and boy – check that everyone understands the difference.

For "Nosotros", grab a couple of students in a group hug and shout "Nosotros" and have everyone get into groups as they do this. Finally, for "Ellos/Ellas", point at other students whilst shouting "Ellos/Ellas" and get everyone to do the same.



Now you will have all of the subject pronouns on the board. You are going to touch each card and get everyone to point and say the word – start slowly ("Yo" and point to yourself, "Tú" and point at someone else, etc.) and go through the pronouns going faster and faster. This is great fun and very confusing when it really speeds up.

2. Play "Wall Touch"

Next, stick the pronoun cards (that are on the board) around the walls of the classroom. Try and space them evenly around the room. Have everyone stand in the middle of the classroom. Shout out a pronoun (e.g. "Nosotros") and everyone must rush to the correct word on the wall and touch it. Do this for all of the pronouns.



3. Do the "Subject Pronoun Chant"

Put the pronoun cards on the board in the correct order (Yo, Tú, Él, Ella, Nosotros, Ellos, Ellas). Have everyone sit down and start clapping a rhythm along with you – clap hands together then slap legs, clap hands, slap legs, clap hands, slap legs, etc. (start off quite slow, all in time together). Once everyone is in time start the chant:

Teacher (chanting): Yo

Students (echoing): Yo

Teacher (chanting): Tú

Students (echoing): Tú

Teacher (chanting): Él ... etc.

... with the word on each hand clap (no chant on the leg slap yet).

Keep going and after a while add the verb to the leg slap:

Teacher (chanting): Yo – estoy

Students (echoing): Yo – estoy

Teacher (chanting): Tú – estás

Students (echoing): Tú – estás

Teacher (chanting): Él – está ... etc.

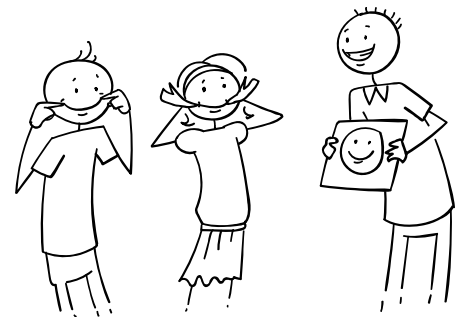
Then, do for both the "ser" and "tener" verbs.

You can have some fun by going fast and slow, adjusting the pace.



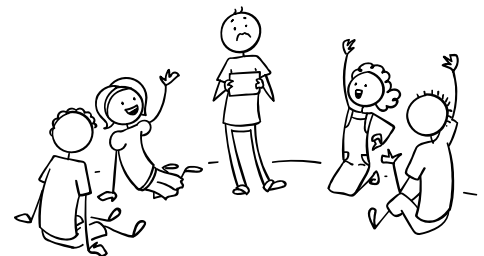
4. Introduce the vocab: adjectives

Before class, print off some adjective flashcards, including the following: feliz, triste, hambre, silencioso, ruidoso, sueño. Show the first flashcard (e.g. "feliz") and get everyone to do the action for the card (e.g. a big smile and exaggerate this by placing your hands in a smile shape to extend your own mouth (thumbs touching the corners of your mouth)). Then chorus the word 3 times. Go through each of the flashcards doing the actions and chorusing the words.



5. Play "Guess which adjective"

Have one student come to the front of the class and show him/her one of the adjective flashcards. He/She must do the action for that card – the first student to put his/her hand up and say the word correctly can act out the next flashcard adjective. Keep going until everyone has had a chance to act out the adjective.



6. Sing the "¿Quién está Feliz?" song

Put the subject pronoun cards on the board in the correct order as well as the adjective flashcards. Alternatively, use the "¿Quién está Feliz?" song poster. Get everyone to stand up and follow you doing the actions and singing (as described below in *Gestures for the "¿Quién está Feliz?" song*). Play the song through 2 or 3 times.

Lyrics for the "¿Quién está Feliz?" (Who is Happy?) song

Estrofa 1:

¿Quién está feliz? (feliz)
¿Quién está feliz hoy?

Yo estoy feliz, (feliz),
Tú estás feliz, (feliz),
Él está feliz, (feliz),
Ella está feliz, (feliz),
Nosotros estamos felices, (felices),
Ellos están felices, (felices).

Estrofa 2:

¿Quién tiene hambre? (hambre)
¿Quién tiene hambre hoy?

Yo tengo hambre (hambre),
Tú tienes hambre, (hambre),
Él tiene hambre, (hambre),
Ella tiene hambre, (hambre),
Nosotros tenemos hambre, (hambre),
Ellos tienen hambre, (hambre).

Estrofa 3:

¿Quién está silencioso? (silencioso)
¿Quién está silencioso hoy?

Yo estoy silencioso, (silencioso)
Tú estás silencioso, (silencioso)
Él está silencioso, (silencioso)
Ella está silenciosa, (silenciosa)
Nosotros estamos silenciosos, (silenciosos)
Ellos están silenciosos, Ellos están silenciosos.

Estrofa 4:

¿Quién está ruidoso? (ruidoso)
¿Quién está ruidoso hoy?

Yo estoy ruidoso, (ruidoso)
Tú estás ruidoso, (ruidoso)
Él está ruidoso, (ruidoso)
Ella está ruidosa, (ruidosa)
Nosotros estamos ruidosos, (ruidosos)
Ellos están ruidosos, (ruidosos)

Gestures for the "¿Quién está Feliz?" (Who is Happy?) song

The main learning point for this song is learning the subject pronouns, so the gestures will focus on these words:

- during the question part of each song, do gestures for the adjectives:

- "¿Quién está feliz?" - do a big smile and exaggerate this by placing your hands in a smile shape to extend your own mouth (thumbs touching the corners of your mouth)
- "¿Quién tiene hambre?" - look hungry and rub your tummy
- "¿Quién está silencioso?" - sing quietly and put your finger to your mouth in the "hush" gesture
- "¿Quién está ruidoso?" - sing loudly and put arms out as if trying to be really noisy

- during the pronouns part of the song have everyone point for each line:

- "Yo ..." - point to yourself
- "Tú ..." - point to your partner
- "*Él ..." - point to a boy in the class
- "*Ella ..." - point to a girl in the class
- "Nosotros ..." - put your arms out with hands bending inwards in the "group hug" gesture
- "Ellos ..." - point around the classroom to different students with both hands

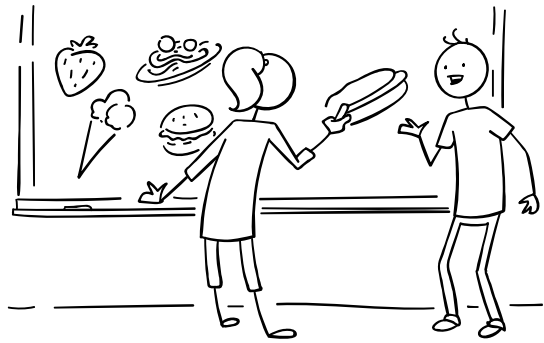
**In classes with only boys/girls use a photo on the wall to point at.*



"Nosotros tenemos hambre, (hambre)"

7. Play the "I like strawberries" pair-work activity

In this game students are going to practice using subject pronouns to talk about food likes. Clean your board and write "Comida" at the top. Draw a picture of a strawberry and say "¡Me gustan las fresas - ricas!" (I like strawberries – yummy!) - and rub your tummy. Get students, one-by-one to come to the board and draw a food they really like – each time make sure everyone knows who likes what. It is fine if some students draw the same thing – in fact this will help to practice the words "nosotros" and "ellos/ellas".



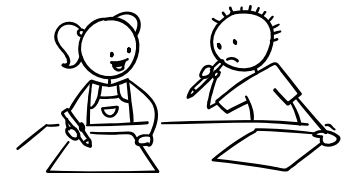
Once all of the food pictures are on the board, model the activity with one student. Stand together in front of the board and choose a food picture. Point at the person who drew it and say (for example) "A él le gustan *hot dogs*".

Do the same for some more food pictures – say "A ella le gusta~" for a girl's picture, "A mí me gusta~" for your picture, "A tí te gusta~" for your partner's picture, "A nosotros nos gusta~" for any people who have drawn the same picture as you and "ellos/ellas like~" for others who have drawn the same picture. Each time take turns to say a sentence.

Now put the class into pairs and have them say sentences together about different student's food likes in the classroom, all the time pointing and using a pronoun. After about 5 minutes end the activity and then ask some pairs to stand up and demonstrate to everyone some of the sentences they said.

8. Do "Pronombres Personales de Sujeto 2" worksheet

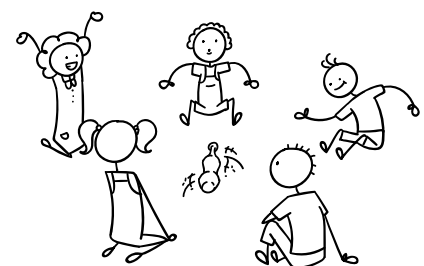
Sit everyone down at their desks and give out the worksheets. Have the students complete the sentences. As they are working, circulate and ask questions (e.g. ¿Qué comida le gusta a ella?).



9. Play "Spin the bottle"

We'll end with a fun game which practices the subject pronouns. Before class, prepare a bunch of flashcards – some adjectives (e.g. enojado, rápido, hambre, etc.) some animals (e.g. elefante, león, conejo) and some transport (e.g. auto, avión, tren) – shuffle them well. You'll also need a plastic bottle.

Get everyone to sit on the floor in a circle with the bottle and the stack of flashcards (face-down) in the middle (large classes can be split into a few circles). Teacher starts by spinning the bottle – when the bottle stops spinning the teacher has to pick up a flashcard and make a sentence using a pronoun depending on who the bottle is pointing at. For example, if the bottle is pointing at a girl and the flashcard is "hambre" say



"Ella tiene hambre" and point at the girl. The girl then has to do the action (act hungry and rub her tummy). Other examples are:

- bottle pointing at a boy / elephant flashcard – "Él es un elefante" (the boy acts as an elephant)
- bottle pointing at a girl / train flashcard – "Ella es un tren" (the girl pretends to be a train and choo-choos around the classroom)
- bottle pointing the person who span it / cat flashcard – "Yo soy un gato" (the spinner acts as a cat)
- bottle pointing between 2 people / sleepy flashcard – "Ellos/Ellas tienen sueño" (the two students yawn and fall asleep)
- bottle pointing between the spinner and another student / airplane flashcard – "Somos aviones!" (both students fly around the room like airplanes)

Then, the person who had to do the action can spin the bottle. This game is great fun – you can play it for quite a while as it creates a lot of laughter but also is a great way to practice the target structures.

Wrap Up:

1. Assign Homework: "Pronombres Personales de Sujeto 1" 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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