



# El Chupacabras: Comprehensible Input Teacher Guide

**Video-first • Low Prep • Built for easy implementation**

This guide helps you run a **high-impact Comprehensible Input (CI) lesson** with **minimal prep** using the animated **music video, song/lyrics, comic** (with native audio + clickable translations), **interactive games**, Listen, Think & Match, Live Task, and the worksheet.

## 1- Quick Guide Summary

1. **Write 8 words** on the board (Spanish only).
2. **Teach TPR** for all 8 and have students guess meanings (2–3 seconds each). Write meanings next to the Spanish.
3. **Play the music video** and pause 8 times.
4. **If time:** Do Word Hunt + Circle with lyric copies.
5. **Finish** with a game or worksheet.

## What Success Looks Like

Students don't need perfect singing. Success means:

- Students understand the story and 8 key words.
- Students respond to quick questions (often nonverbally at first).
- Students are exposed to frequent repetition of high-frequency structures.



## Step 1 — Choose your 8 “power words” (30 seconds)

Use the same 8 for 2 or 3 lessons, then add 4 more.

- **tienen miedo** = they’re scared
- **escuchan** = they listen/hear
- **dientes** = teeth
- **come** = he/she/it eats
- **van** = they go
- **el bosque** = forest (or **la granja** = farm)
- **atrapan** = they catch / they trap
- **me gusta** = I like

## Step 2 — Write the 8 Spanish words on the board (1 minute)

Write Spanish only, leaving space for meanings:

1. Tienen miedo \_\_\_\_\_
2. Escuchan \_\_\_\_\_
3. Dientes \_\_\_\_\_
4. Come \_\_\_\_\_
5. Van \_\_\_\_\_
6. El bosque (or la granja) \_\_\_\_\_
7. Atrapan \_\_\_\_\_
8. Me gusta \_\_\_\_\_

*This board is your “meaning anchor” for the entire lesson.*



### Step 3 — Teach TPR + Student Guesses (3 minutes)

Teach motions for all 8 words so the whole story stays comprehensible.

#### Routine (for each word):

1. **Point** to the Spanish word.
  2. **Read** the Spanish word aloud.
  3. Do a **movement** that represents that concept.
  4. **Students guess the meaning.**
  5. Confirm and **write the meaning** next to the Spanish word.
  6. **Say the word again; students repeat** and do the movement.
- **Rule:** If they don't get it in 2–3 seconds, tell them and move on.

### Step 4 — Prepare the video (Don't press play yet!)

Tell students:

- “These 8 words will appear in the same order they're written on the board. When you hear or see one of these words, do the movement and say it aloud.”
- “Some words may appear more than once.”

### Step 5 — Press Play! (Point → Pause → Ask)

The video is the best starting point because it's the most visual and comprehensible.

#### The “4 Focus Words per day” approach:

- Support all 8 words (board + gestures + pointing).
- Ask most of your questions for only **4 focus words** each day.
  - **Day 1 Focus Words (example):** *tienen miedo, escuchan, van, me gusta.*
  - **Day 2 Focus Words (example):** *dientes, come, bosque (or granja), atrapan.*



**How many pauses?** On the first viewing, pause 8 times (once per word written on the board). At each pause:

1. Point to the word on the board.
2. Do the gesture.
3. Ask **1 question** for non-focus words.
4. Ask **2–4 questions** for focus words.
5. Press play again.

**What to ask (Keep it simple):** You do NOT need every type of question every time. Use:

- **Yes/No question**
- **Either/Or question**
- **WH- Questions** (Optional)
- **Personalize ONE** question per day (Optional)

**Ready-to-use questions:**

- **Tienen miedo:** ¿Tienen miedo? ¿Tienen miedo o están tranquilos? ¿Quién tiene miedo?
- **Escuchan:** ¿Escuchan al abuelo? ¿Escuchan al chupacabras o a una persona? ¿A quién escuchan?
- **Dientes:** ¿Tiene dientes? ¿Tiene dientes grandes o pequeños? ¿Quién tiene los dientes grandes?
- **Come:** ¿Come gatos? ¿Come animales o come queso de cabra? ¿Qué come?
- **Van:** ¿Van a una granja? ¿Van al bosque o van a la granja? ¿Adónde van?
- **El bosque / la granja:** ¿Están en el bosque? ¿Están en la granja? ¿Están en el bosque o en la granja? ¿Dónde están?
- **Atrapan:** ¿Atrapan un perro? ¿Atrapan al chupacabras o atrapan una ardilla? ¿Quién atrapa al animal?
- **Me gusta:** ¿Le gusta comer queso de cabra? ¿Le gusta el queso o le gusta la sopa? ¿Qué le gusta comer?



## Step 6 – Replay (2 minutes)

Replay the whole video without stopping. You and your students do gestures whenever you hear one of the 8 words.

## Step 7 – Song/Lyrics Follow-Up (8 minutes)

**Make copies of the song lyrics for each student.**

- **Word Hunt + Circle (3 minutes):** Students find the 8 board words in the lyrics and circle them every time they appear.
- **Partner Gesture Game (3–5 minutes):**
  1. Student A silently does a movement to represent one of the 8 words
  2. Student B says the Spanish word.
  3. Switch roles.

## Step 8 – Interactive Games (5–10 minutes)

- **Memory:** Match word ↔ picture.
- **Drag-and-match:** Match Spanish ↔ meaning/picture.
- **Word race:** Listen and choose the correct word.

## Step 9 – Comic (Powerful reading boost)

The comic is the same story (a bit longer), so it gives extra repetition and reading support.

Built-in supports:

Native audio (students can listen to fluent Spanish).

Clickable translations (students can click words for instant meaning).

Fast routine:

Keep the 8 words on the board.

Students listen to a page (native audio) or you read it aloud.

Point to the board word when it appears.

Ask 2 quick questions (Yes/No + Either/Or). Move on.

Use the same 4-focus-word idea: go deeper only on that day's 4.



## **Unit wrap-up (high engagement + real data)**

These two activities are the **best way to assess how well** students are **acquiring the high-frequency structures**.

### **1) Listen, Think & Match (10 minutes)**

- a) “Training mode”: Students see a set of images and press play to listen to each sentence. They can click the “I” to see the meaning of the sentence.
- b) “Listen and Match mode”: Students see 3 images and listen to 3 sentences. Students match each sentence with the correct image. They get instant feedback and move to the next set of 3 sentences/images.

### **2) Live Task (10–20 minutes) — whole-class challenge (Kahoot-style)**

After Listen, Think & Match, launch Live Task. It uses the same images and sentences, but now it is a whole-class competition:

Students play on devices (or in small groups).  
You can see which sentences each student missed.  
The class can see which sentences were hardest.

Best ending: Run Live Task → replay the 4 hardest sentences → ask 2 quick comprehension questions for each of the 4 hardest sentences.

### **Step 10 — Worksheet (Quick and useful, not a test)**

Assign only the parts that focus on words already covered in class, or complete the entire worksheet as a class activity.