

Note to teachers: Please note that some students may need more review than others on particular topics this semester. For older or advanced classes, make sure to challenge the students with more full sentence and conversation activities. For students struggling to remember the verb conjugations and vocabulary make sure to go more slowly with them. It is important to adapt the lesson plans to the specific needs and abilities of your students. Feel free to discuss this with your Bilingual Area Manager as they can give you tips on how to make the adjustments.

1. INTRODUCTION Play Spanish music as the students enter the room, and greet them by saying ¡Hola! Take attendance and have the students say "presente". Introduce yourself and the Classroom Responsibilities. Make sure to show the students the Classroom Responsibilities poster and the Consequence and Rewards chart. Also, give students an example of how they can earn a peso or lose a star, depending upon the system you choose. Demonstrate the attention getter and explain how you will be using it in class to regroup the students.

*Activity: Start class with the fun sports song from Advanced I Part II to the tune of *Frere Jacques*:

Jugamos, jugamos
Béisbol, voleibol
el tenis también, tenis también
y el golf, y el golf

Sing a line first and then have the students repeat after you.

Don't be afraid to make this a goofy activity by making gestures and using silly voices.

*Activity: After singing the brief song above, act out a sport or hold up a picture of a sport and have the students call it out in Spanish to briefly review this vocabulary. Give them praise for remembering the vocabulary over the break with *un aplauso!*

2. Review the conversation lessons from past levels by asking for two volunteers to come up to the front of the room. Preparation: Write Spanish questions on separate pieces of paper. Example questions: *¿Cómo te llamas? ¿Cómo estás? ¿De dónde eres? ¿Cuántos años tienes? ¿Cuál deporte es tu favorito? ¿Cuál clase es tu favorito?* Put these questions into a hat or bag. Have one student pick a *pregunta* from the hat. He or she will then ask the second student the question in Spanish. The second student will respond accordingly also in Spanish. Note: You can make this more challenging by putting the questions in English so that the student would need to translate the question before asking. Have the rest of the class take turns coming to the front of the room practicing the conversation elements by drawing different questions out of the hat. Tip: If the students struggle with some of these conversation elements, make a note of which ones they need to work on and focus on those in the following weeks. Make sure to write the questions up on the board and call them out in Spanish and have the class repeating after you for extra practice with the more difficult conversation elements.

*Activity: Have the students form two lines facing each other. Have students practice an introduction conversation similar to the questions above with the person across from them, shaking hands when they say *mucho gusto*. Note: On the intranet there is a sample conversation from page 64 of the Level I curriculum guide that would be a good reference. Be sure to add more difficult questions also like *"¿Cuándo es tu cumpleaños? or ¿Cuál clase es tu favorita?"* Have one line move, so that everyone has an opportunity to meet. This will also be a good way for you and the other students to remember the each other's names. You can also create name tags with sticker labels or table tents to help remember the students' names. Following this activity or in future weeks you can ask for volunteers to demonstrate the conversation with the puppets in front of the room. You can add or change the conversation weekly.

*Alternate Activity: Conversation Race- Divide the class into pairs. Write a question up at the board like "De dónde eres?" Each pair needs a piece of paper and a writing utensil. The pairs must race to write down the translation into English as well as a correct response in Spanish. Whichever pair finishes first stands up and reads their answers when called upon. If they have them correct they can earn pesos or points. If not, another pair has an opportunity to steal the points.

3. To review the verbs SER and IR from Advanced I, have both verb conjugation charts written on the board or on posters for the students to view. First ask for volunteers to explain the meaning of each verb then review the

similarities between the conjugations in order to help the students not confuse the two verbs. Review the conjugation of both verbs by chanting the conjugations and having the students repeat this after you. For example "voy, vas, va. vamos, van." By putting a rhythm to the conjugations it will help the students to remember them. While chanting this you can also point to help the students remember what each part means. For example: have everyone point to themselves when they say "voy". You can also have the students hold cards representing the subjects of the sentences like "yo, tú, nosotros, and ustedes." They should hold them up while chanting the conjugations. Review the rest of the subjects that they can use like "ellos, ellas, and it."

*Activity: Chant the SER song to the tune of London Bridges. (If this is a bigger class it could be really fun to have the class break into two groups and practice the chant. Each group can then "perform" it using silly voices or props.)

*Yo soy, tú eres, usted es
El es, ella es
Nosotros somos, ustedes son
Ellos son, ellas son
Repite*

Then chant the IR song to the tune of London Bridges.

*Yo voy, tú vas, usted va
El va, ella va
Nosotros vamos, ustedes van
Ellos van, ellas van
Repite (repeat)*

*Activity: *¿Cuál Verbo?*- Divide the class into two teams. Prepare two envelopes (one for each team) prior to class with various sentences in Spanish and English using the verbs SER and IR on small slips of paper. For example: *Soy de Chile. They go to the park. We are tall. Tú vas a la escuela. Somos muy inteligentes,* etc. It will be a challenge for the students to recognize the verbs in Spanish and in English. Make sure each envelope has the same sentences. Hand an envelope to each team. The teams will race to separate the sentences into two categories- one for SER and one for IR. Give the students an example before starting the game to ensure they understand the directions. The team with the correct answer first wins! After the game make sure to read through all sentences giving the translations and explanations of the usage for the different verbs.

4. MERIENDA (Snack and Culture time) Have the students sit on the floor facing you. As you talk about your culture lesson for the day, they should quietly eat their snack. Feel free to use a *nota cultural* from the curriculum guide, the one below, or share experiences that you have from Spanish speaking countries. Morning classes will not need a snack. In the afternoon classes, please make sure to bring an extra healthy snack in case the students forget such as raisins or pretzels. Be aware of any allergies listed on the class roll. Make sure to check with the school before class to see if food is allowed in the room you are using. Some schools ask that snack time be held in the hallways, for example. Allow five to seven minutes for snack and culture time. When this time is up, allow the students to take a bathroom break, get a drink of water, throw away garbage, etc. Note: This should be the only break for leaving the classroom in order to avoid future disruptions, so remind them to take advantage of the time. If some students are not finished with their snacks, ask them to put them in their backpacks for later. Make sure to supervise the students in the hallways.

*Nota Cultural: If you are teaching this course during first semester it may be fun to talk about National Hispanic Heritage month, which is September 15th-October 15th. You can share the dates with the children and begin a dialogue on Hispanics in the United States. Hispanic Americans are identified according to the parts of the world that they or their ancestors came from, including Mexico, Puerto Rico, Cuba, Spain, or the nations of Central or South America. It may be fun to have the children see a map of all the Hispanic originated countries. If you can bring in any of the following books: *Taking a Walk/Caminando*: By Rebecca Emberley or *Look What Came from Mexico* by Miles Harvey. Explain the Hispanic origins of many of our words: poinsettia, taco, ranch, etc. Also tell them about the different words for Hispanics such as Latinos. Mexican Americans are sometimes called *Chicanos*.

5. Let the students know they will be learning how to say common classroom phrases and commands in Spanish. "*Vamos a aprender los mandatos y las frases de la clase.*" See if the students are already familiar with the commands by calling them out. For example, call out "*Levántense por favor*" and use the gesture to have them

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stand up. If the students stand up give them praise and let them know the command you gave was to stand up. Have them repeat the command in Spanish. Teach the rest of the classroom commands from the newsletter by calling them in Spanish first and repeating yourself in English or using gestures to have the students do the actions. (Be sure to emphasize that these are the plural forms of the commands.) Prepare flashcards with the Spanish commands and pictures representing the actions on them prior to class. After the introduction above show each flashcard and have the class repeat the Spanish after you. This will help them to visualize the spelling of the words and help with pronunciation.

*Activity: El Maestro- Ask for a volunteer to come to the front of the class and be "*el maestro*". Have the commands you just taught written on separate slips of paper in a hat. Have the student draw a command out of the hat and call it out to the class. The class will have to do the action the student calls out in Spanish. If the student has trouble reading the Spanish from the paper whisper the answer to them. Make sure to have the class repeat the command and give "*un aplauso*" after each action. After the student has called out one command have him or her pick the next student to be "*el maestro*." *Variation: You can play this game like Simón Dice also. The *maestro* would be "Simón" and could call out commands using "*el maestro dice*" before each command. The class would then act out the command that was called unless the student didn't call out "*el maestro dice*" before the command!

*Alternate Activity: ¡Qué rápido!- Have a list of the commands from class in a particular order up on the board. For example: *levántense, siéntense, levanten la mano, y hacemos un círculo*. Explain to the class that you will call out the commands in Spanish one after another and they will complete the actions as you say them. Encourage the students to see how fast they can complete the actions! After one try, erase the commands and see if the students can complete them just by hearing you call them out in Spanish. See if they can beat their previous time. Tip: Feel free to mix up the order of the commands to challenge the students! *Variation: It may also be fun to make this an elimination speed game! As you call out a command, everyone in the class must respond as quickly as possible with the correct response. For example: If you say *levanten la mano*, all the students must raise their hands as quickly as possible. Whichever student is last or those students that do the wrong action will need to sit out. Keep playing until 1 or 2 students remain and they are the winners!

6. Repaso del día- Conjugation Dice- For this activity you will have two hand-made dice. (It is okay to tape a small piece of paper over a normal large dice or you can use regular dice and then each number will represent something different. If you do this be sure to have which numbers represent what written on the board.) One will be the subject die and the other will be the verb die. Make the subject die with the subjects written on the sides like *yo, tu, el/ella, nosotros, and ustedes*. Make the second die with the verbs SER and IR on the corners. Gather your students in a circle on the floor, and have each student take a turn tossing the dice in the middle of the circle. The student must say the correct conjugation for the verb and subject that land up. For example: If the dice lands on 'nosotros' and 'IR' the student will say "vamos". *Variation: You could also play papa caliente and the dice is the *papa*. When the music stops the student has to roll the dice and say the correct conjugation for the verb and subject that comes up.
7. CLOSING Sing the Adiós Amigos song to the tune of 'Frere Jacques' (lyrics below) or another closing song you teach the class at the end of class as the students are cleaning and packing up. Hand out the newsletters and parent introduction letters, and have the students say "adiós" to you in Spanish before leaving. Make sure each student gets picked up by his or her parent or guardian and safely leaves your classroom.

Adiós Amigos (Sing to the tune of "Frere Jacques")

Adiós amigos, adiós amigos,

Hasta la vista, hasta la vista

Hasta luego, hasta luego

Chau, chau, chau. Chau, chau, chau

10. Extra activities if there is more time...

- Play Mata La Mosca with vocabulary covered in today's class like: SER conjugations, IR conjugations, and classroom commands. Feel free to also include sports in Spanish as a review. Write the items scattered on the board. Divide the class into two teams. Call one person from each team up to the board and give each player a fly swatter. Have the contestants turn away from the board with their hands behind their backs. Call



out a number or letter on the board in Spanish. The first student to swat the correct answer scores a point for his or her team.

- Play Around the World with the flashcards for the IR and SER verb conjugations. Have the students sit at their desks. One student will stand at the first student's desk. Show the two students one of the flashcards. The first student to correctly yell out the corresponding Spanish word wins that round and moves on the next student's desk. Keep playing until one student makes it, "Around the world."

Tips for Success on the first day of Spanish Class

- Please contact your Bilingual Area Manager if you are conducting this class in the spring semester for the fiesta guidelines and information.
- Be sure to read through the curriculum book. For this semester you will be teaching I-VI of the Advanced II Part I outline. These students completed Advanced I Part I and II the previous year. Feel free to look back at those lesson plans on the intranet to see what the students have learned.
- Make yourself familiar with the conversational goal for your students. There is a Level I Conversational Guide available on the intranet as well as lesson plans for Level I and II to help you with reviewing what the students have learned in previous semesters.
- Be sure to have your Student Responsibilities poster ready and review these clearly with your students
- Choose an attention getter and introduce it on the first day and use it throughout the semester
- Choose one of the two reward/consequence systems and be prepared to introduce and put your system into practice (I.e.: poster board with star system or printed off pesos)
- Be sure to Mapquest your school and leave plenty of time to arrive early
- Introduce yourself in the office and formally check in
- Be sure to take attendance and email any discrepancies to your BAM within 24 hours
- Allow any students not on the list to attend your class and write down their names and phone numbers. Give this to your BAM within 24 hours.
- Have extra copies of your newsletter and parent introduction letter prepared
- Make sure you have your BAM's phone number and the number of your schools programmed into your cell phone so that you can call if you get lost on the way to class.