

1. **INTRODUCTION** Play Spanish music as the students enter the room. Take attendance and review the Classroom Responsibilities. Sing the IR and SER verb conjugation songs and chants that the students enjoy from past classes. Bring in maracas or sombreros to let the kids use while singing. Please note that if parents attend this final class of the semester, to invite them into the room to watch the class.
2. Review with the students all of the topics covered throughout the semester. Ask them what they remember from class and what their favorite activities were. Remind students to "*Levanta la mano*". Explain how every semester the students graduate and move to the next level of Spanish with more fun. Let them know they will receive their *certificado* for Level Advanced II Part I at the end of today's class! Tell them about what they will learn in Level Advanced II Part II next semester such as: food, plural subject pronouns, plural subject adjectives, the classroom schedule, the plural verb conjugations of SER, and more cultural topics through games and music.
3. **Conversation Skits-** Have the students divided into pairs and standing at the front of the room. Have the pairs rotate to present a mini conversation, demonstrating comprehensive conversation skills. Make sure to assign what questions and answers each pair will present. You can encourage them to use silly voices to make the skits come alive and be really fun! It may also be fun to bring in a bag of props for the students to use while presenting. A great example of a conversation is on page 64 of the Level I curriculum book. This can also be found on the intranet under *Curriculum Resources*. You can start with greetings and then follow with various questions such as "*¿Cómo te llamas?*", "*¿Cómo estás?*", "*¿Cuántos años tienes?*" and "*¿De dónde eres?*" Also incorporate the conversational elements the students have learned this semester, such as "*¿A qué hora es la clase de español?*" "*¿Cuál deporte es tu favorito?*" "*¿Cuál clase es tu favorita?*" This presentation can be made using puppets from previous classes or using a toy microphone. (If you have practiced small skits you can replace this activity with those.)
3. ***iTope!*** The goal of this game is to reinforce the students' connection with the Spanish words and the pictures to make a concrete connection along with practicing to speak the language. Note: You will also need a water noodle or a soft object in a similar shape. Before class, make copies of the picture flashcards without the words from the intranet. Make enough copies so that each student has one. Feel free to use a variety of vocabulary from the different topics covered all semester. Before officially starting the game, briefly review each flashcard and have the students repeat the vocabulary out loud with you. Next, give a copy of a picture to each student and have them form a circle. The students should place their picture in front of them on the ground. Select one student to go in the center of the circle to be "it" by tagging him or her first with the water noodle. Give the noodle to the person who is "it." Say a vocabulary word to start the game off. (It is fun for the students if you play too!) The goal: for the person in the center of the circle to tag the person that has the picture of the last word said. The game is similar to tag, but instead of running away, the person that's about to be tagged has to say another word...Remind the students that they will need to be very alert because of the fast-paced nature of the game. Example: If you say the word *el arco iris* the person with that vocabulary card has to quickly think of another word before being tagged by "it." Example: He or she can say, "*el reloj*" and then the person with the *el reloj* flashcard must think of a new vocabulary word.

A few rules to remember and review with the students:

- No "tag backs." (This allows more students to be engaged in a more meaningful way.) If they *accidentally* tag a person back, they automatically go in the center.
- Show them how hard you will allow them to tag each other— Please tell the students no head or below the waste tagging.
- Advise the students that if they run away to buy time they are automatically in the center.
- As always with any active game such as this, be sure to review the Student Responsibilities beforehand to ensure success.

*Alternate Review Game: Play a fun review game of Family Feud. Divide the class into two teams. Have one member of each team come up to the front and face off across a desk. Ask a question from the list at the end of the lesson plan. The first player to slap their hand on the desk gets a chance to answer. Tip: You can bring in a buzzer or bell to have the students "ring in" if they know the answer to make it more fun. If they are correct, their team gets a point. If not, the other team may talk among themselves to come up with an answer. If they get it right, they get the point. If not, explain the correct answer and nobody gets a point.

4. Have the students present their Comprehensive Poster Projects to the class. Encourage them to hold up the poster and use Spanish when presenting. They can describe themselves and one of their two "*amigos*" from the poster. Give the students lots of praise in Spanish for presenting and encourage the class to give "*aplausos*" after each presentation.
5. **MERIENDA** Review the culture notes from the entire semester and focus on the cultural differences with time from week six. Ask the students questions such as "Can you tell me about the Amazon River and where it is located?" or "Can you explain different types of transportation in Latin American countries like a Tuk-Tuk or chicken bus?" You can also teach the students about a traditional food or drink from a specific Spanish speaking country and bring in samples for the students to try. For example: You can bring in guacamole with tortilla chips or *churros* to talk about México.
6. Play a Cake Walk Game to test the student's knowledge of the Advanced II topics. Write numbers on construction paper and place them on the ground, snaking around the room or in a circle. Put review questions and their corresponding numbers on slips of paper in a hat. A sample of questions is at the end of the lesson plan. Start the music and have the students start walking on the numbers. When the music stops all the students must freeze on their number. Draw a slip of paper out of the hat. Whichever number you choose, the person on that number must answer the question. If the student answers completely and correctly he or she stays in the game and you resume the music. Then take that question out of the hat. If the student answers incorrectly he or she must sit out. Tip: Have the students who are out help ask the questions to keep them engaged in the activity. Keep playing until only two students remain. The prize can be candy or stickers! You can create easier or more difficult questions depending on the age and level of your class.
7. Play a Relay Race game to review. Divide the students into two teams and standing in two lines side by side. Have two bags with the same set of flashcards in each bag. The flashcards can have vocabulary words like the classroom commands, SER verb conjugations, transportation, the great outdoors, adjectives, IR verb conjugations, or time in Spanish on them. As you call out a word in English, the first team player from each line will race to find the correct flashcard from the bag in Spanish and read it out loud to the class. Have the class repeat the vocabulary to make sure everyone practices speaking Spanish and reviewing the answers.

8. If you have been using the peso system, take this time to host the *mercado* or auction to reward the students for their positive behavior and participation.
9. Begin the graduation "ceremony." Hand out the certificates by calling each child to the front of the class. Have the other students clap as each student receives his or her certificate. Be sure to continue speaking in Spanish and English during the graduation ceremony as well. Congratulate all students by saying, "*Felicidades.*" You may also want to give a small token such as a sticker or a pencil to go along with the certificate.
10. Make sure to hand back any projects you have completed throughout the semester including the *Amigo* or *familia* drawings with adjectives from week 2, the paper clocks from week 3, *El Mundo de Juan* drawings from week 5, *mis fotos* craft from week 6, *horarios* projects from week 7, *La Isla de tacos* drawing from week 8, and any others. The students can show these to their parents as they come to pick them up. Hand out the comprehensive vocabulary newsletter to the students or parents. Encourage the students to continue practicing over the winter break before Advanced II Part 2! The best way to learn a language is to stick with it!
11. Sing the Adiós Amigos song to the tune of 'Frere Jacques' at the end of class as the students are packing up. Note: If parents come into the room, make sure to introduce yourself. Encourage the students and parents to continue learning Spanish in Advanced II Part 2 next semester.

Family Feud Questions *The difficulty or the questions can be changed depending upon the ability and age of your class.

1. Translate "Let's make a circle" into Spanish.
2. What does "*Vamos a la parada de autobús*" mean?
3. True or false (verdad o falso) Adjectives ending in an "o" in Spanish are feminine.
4. What is A.M. or in the morning in Spanish?
5. True or false (verdad o falso) *Medianoche* is midnight and *Mediodía* is noon.
6. Translate "They go to the airport by car" into Spanish.
7. What does "*usted*" mean in English?
8. Name a something in nature outside the window in Spanish.
9. Translate "old bicycle" in Spanish.
10. Answer the following question in Spanish, "*¿Qué hora es?*"

Cake Walk Questions * The difficulty or the questions can be changed depending upon the ability and age of your class.

11. Answer the following question in a complete sentence, "*¿A qué hora es la clase de español?*"
12. What does "*Voy en tren*" mean?
13. Translate this phrase: *¿Cómo se dice ___ en español?*
14. Name two items in nature you enjoy in Spanish.
15. What is the difference between "*Qué hora es*" and "*A qué hora es*"?
16. Name two adjectives to describe yourself in Spanish.
17. Say this time in Spanish "1:15."
18. Translate this sentence: "She goes to the gas station by van."
19. True or false (verdad o falso) Adjectives are placed after nouns in Spanish.



20. Chant or sing the verb conjugations of SER in Spanish.