

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*". Review the Student Responsibilities and reward/consequence system.

\*Activity: Calendar Relay Race Review- Start class by playing an interactive game to get the students up and moving right away. This activity will review material the students have learned from previous semesters like: months, days, weather, and seasons. Do a brief review of the phrases and vocabulary below before starting with picture visuals. Since this is review make sure to help the students recall the vocabulary during the activity. Divide the class into two teams forming lines facing the board. The first person from each team will race to the board (with a dry erase marker or chalk) to fill in one of the blanks of the sentences and questions below. After they have filled in an answer, they will race to the next person in line and pass off the writing utensil. The students will take turns in the relay race up to the board to fill in the answers. The fastest correct team wins! Note: Make sure to review all answers after the race with the students having them repeat the Spanish after you. Tip: If the room you are using does not have a board, feel free to have a piece of paper in front of each team on a desk with a pencil.

*Hoy es*\_\_\_\_\_.

*Mañana es*\_\_\_\_\_.

*¿En qué mes estamos?* \_\_\_\_\_

*¿En qué estación estamos?* \_\_\_\_\_

*¿Qué tiempo hace hoy?* \_\_\_\_\_

2. Conversation practice: Bring a map or globe in to review where people speak Spanish. Have the students take turns spinning the globe and stopping it by pointing to a location or closing their eyes and pointing to a location on the map. Then have the class together ask "*¿De dónde eres?*" The student who just pointed to a place will respond saying "*Soy de (location)*". Make sure to highlight to the students that they are using the SER conjugations with this conversation practice.

\*Alternate Activity: Muchas preguntas- Ask for a volunteer to come up to the front of the class. Have the student sit facing the class. Whisper to him or her which celebrity or famous person they are. Let the students know they will need to ask the volunteer questions in Spanish to find out who he or she is. Encourage the volunteer to respond in Spanish. Tip: Help the students by giving them the typical conversation questions below. Once the class has guessed the celebrity call on another volunteer who has participated well to come up and play the next celebrity. Since this could be challenging for the students, bring in pictures of the celebrities or famous people to hang or show to the class.

Typical questions to ask: *¿De dónde eres? ¿Cuántos años tienes? ¿Cuántos hermanos tienes? ¿Cuál deporte es tu favorito? ¿Cuál clase es tu favorito? ¿De qué color son tus ojos? ¿Porqué eres famoso? ¿Eres alto o bajo? ¿Eres moreno o rubio? ¿Eres delgado o gordo? ¿Cómo te llamas?* \*Make sure they ask at least three questions before asking the famous person their name.

3. Review the singular subject pronouns "*yo, tú, él, ella, and usted*" by holding up flashcards with these words and pointing to the person it represents. For example, hold up the "*yo*" flashcard and point to yourself while saying the word in Spanish. Have the students also point and repeat the Spanish words. To review this concept, play the Post-it- Note Activity. Give each student post it notes with all of the Spanish pronouns on them. Have

them stick the cards to the appropriate people in the class. For example, everyone sticks a "yo" to themselves, "ella" on a girl, and "usted" on the teacher.

\*Activity: Family Feud- To review the subject pronouns and verbs, put the words on various notecards and place them on a table in front of the room. Divide the class into two teams. One person from each team comes to the front. As you call out a word in English the students will race to pick up the correctly matching Spanish notecard from the table. For example if you call out "she" the students should pick up the "ella" note card. The student who picks up the correct note card first scores a point for his or her team. Make sure to review the answer with the entire class having them all repeat the Spanish together. You can make this extra challenging by calling phrases such as "He goes." The players would need to pick up "él" and "va". Play for five to seven minutes or until everyone has a turn.

\*Alternate Activity: Huevos Revueltos- This game will challenge the knowledge of verbs SER and IR along with the subject pronouns. Give each student a card with a subject pronoun or a verb written on it. (There will be repeats, especially of the verbs.) Put music on and have the students start moving around the room. When you stop the music shout out, "¡Basta!" The students must race to find a partner that has the opposite of what they have. For example: A verb needs to find a subject pronoun. Give the partners 30 seconds to come up with the correct conjugation that their pair creates. Go around the room and have all the partners say their words and then their conjugations. Pairs who are incorrect sit out and help collect the cards for the next round. Keep playing 5-7 minutes or until only 1 or 2 pairs remain.

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. You can reference the week 1 lesson plan for snack guidelines. Feel free to use a *nota cultural* from the curriculum guide, the one below, or share experiences that you have from Spanish speaking countries.

\*Nota Cultural: Even though parents are adults, some children in Spanish speaking countries use the informal "tú" instead of Usted when speaking with their own parents. Review the Usted concept with the students by holding up pictures of people from magazines or clip art and have the students call out if they are "tú" or "Usted". For example you could have pictures of teachers, policemen, librarians, kids, grandparents, teenagers, etc. You can further explain the commonality of using usted varies by country.

5. Review the classroom commands from last week by holding up the picture flashcards and calling out the commands. Have the students do the action and then repeat the command in Spanish. Teach the remaining classroom phrases by writing the phrases on the board. Call them out in Spanish and see if the students can guess what they mean in English. Praise the students for their participation and effort. Once they get the meaning of the phrase have them repeat it after you. Encourage the students to try and use "¿Cómo se dice \_\_\_\_\_ en español?" during class if they have questions.

\*Activity: Classroom Commands Matching Relay Race- Divide the class into two teams. Print two copies of this document from the intranet. The object of the game is for the students to draw connecting lines between the translations on the paper. Have the teams line up facing a desk with this document and a marker. The first person from each team will start the race and connect one of the classroom phrases in Spanish to English by drawing a line. Then they will pass the marker on to the next team mate in line. Make sure that each team mate is only drawing one line. The fastest correct team wins! Review the translations with the students orally as a group after the activity to ensure understanding. Tip: Make sure to start using the commands during class the rest of the semester using Spanish only.

6. Review the singular adjectives (*bajo, alto, delgado, gordo, moreno, and rubio*) by showing pictures that represent the physical description. For example: Show a picture of a *morena* cartoon or tv show character like

Dora the Explorer. Tip: For grades 3-5 classes, you can use pictures of pop culture celebrities as well. When describing these pictures make sure to use full sentences in Spanish. For example: "*Ella es alta y morena.*" For the simple words like *bajo*, *alto*, etc., physically demonstrate the word or use the pictures and have the students guess the words in English first then tell them what that word is in Spanish. Be sure to remind the students to be kind with *gordo*, for example, because they could use it meanly. Teach gender and agreement by letting the students know a boy with blonde hair would be *rubio* and a girl would be *rubia*.

\*Activity: Have the students draw a picture of their friends or family members using crayons or markers. Then ask the students "*¿De qué color es su pelo?*" and "*¿Es tu amigo alto o bajo?*" Have the students write the adjectives that describe their friends on the paper. Note: If the students are older you can try to have them write complete sentences in Spanish on the paper to describe their friends. You can also write the sentences on the board for them to copy. Example: *Mi amigo es alto y moreno.* \*Variation: You can also have the students pair up and introduce their "*amigo*" to the class using the phrases and words above in Spanish. Encourage the class to say "*mucho gusto.*" Tip: You can use this project in future weeks to review full sentence descriptions and conversation elements by adding new sentences for the descriptions each week. For example: *Mi amigo se llama \_\_\_\_\_. Tiene \_\_\_\_ años. Es de \_\_\_\_\_. Es alto y moreno, ect.*

7. Repaso del día: Divide the class into two teams. Have one person from each team come to the front of the room. The teacher will pull out a flashcard or picture visuals and whichever player shouts out the word correctly first, scores a point for his or her team. This game will be most successful if you quickly review the vocabulary first. The flashcards can show pictures and the Spanish words representing the classroom phrases, SER verb conjugations, IR verb conjugations, subject pronouns, and singular adjectives that you taught in class today.
8. 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 Musical Chairs to review the days of the week and months of the year. Put chairs in a circle. (One less than the number of students in your class. Sing the following song, while the children walk around the circle: *lunes, martes, miércoles, tres, jueves, viernes, sábado, seis.* Let them know when you say "*Domingo, siete*", they all need to run to a seat. Whoever doesn't have a seat is out. Keep doing this until only one student is left- remember to pull away a chair each time a student is eliminated. This is a great game that is appropriate for all ages. Sing the song using the months next. Feel free to change the song to another familiar days or month's song you know.
  - Play a game of Hangman with the students to help review the correct spelling in Spanish. You can use any of the topics covered today. Note: Make sure all students in the class can read for this activity.