

***During class try to use as many Spanish commands as possible and see if the students can follow these directions without needing the English translations. When using the commands the students have learned in class have them repeat after you to practice. Also encourage the students to ask "¿Cómo se dice__ en español?" if they have questions during class. The more Spanish used, the more they will learn!

1. **INTRODUCTION** Sing the Fun with music song "Hoy is *lunes* all day long! Doo-dah-doo-dah! *Mañana es martes* all day long! Doo-Dah-doo-dah!" or play a song from the Sing, Dance, Laugh, and Eat Tacos CDs as the students enter the room, and greet them by saying ¡Hola! Take attendance and have the students say "presente". Review the Classroom Responsibilities.

*Activity: Start class with a fun interactive game of Simón Dice to practice the classroom commands in Spanish. Ask for a volunteer student to be "Simón". He or she will 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: Start class with the fun weather song (below) to the tune of "London Bridges" and discuss the weather of the day. Have volunteers answer "¿Qué tiempo hace hoy?" and "¿En cuál estación estamos?"

Weather Song (To the tune of London Bridges)

Qué tiempo hace hoy, hace hoy, hace hoy

¿Qué tiempo hace hoy?

It is sunny out today, out today, out today

It is sunny out today, *sol*/means sunny!

*repeat using cloudy/*nublado*, raining/*lloviendo*, snowing/*nevando*, cold/*frío*, or hot/*calor*.

2. Review the adjectives you taught from last week and introduce the new ones from the newsletter by showing pictures that represent the description. Hold up the pictures and have the students say the word in Spanish. Once they guess the word correctly, write it on the board for them to visualize the spelling as well. For the adjectives that may be more difficult to show a picture of you can give a gesture or use the tone in your voice to convey the meaning. For example when you say "*aburrido*" say it in a slow monotone voice and have the students repeat it that way. Remind the students what an adjective is in English. An adjective is a word that describes or modifies a noun. A noun is a person, place, thing, or idea. Colors are also adjectives. Briefly review how adjectives agree with nouns. Example: Feminine words typically end in -a and masculine words typically end in -o. Juan es alto. Maria es alta. Challenge the students by asking "If my girl cousin is *baja*, what would my short boy cousin be?" Also explain to the students that adjectives go after the noun in Spanish. Give them an example like *hombre gordo* = man fat. Note: Please do not teach the vocabulary *estupido* or *tonto* in class because it is offensive and young students may use it inappropriately. *Juego- Play a game with the students to review the adjectives. Send a volunteer student out of the room. Trace a another volunteer student onto a butcher block sheet of paper. (It could also be the teacher.) The "it" student returns and must guess who it is by asking questions like "¿Es moreno?, ¿Es alto? ¿Cuántos años tiene?" etc. The students then must respond in Spanish only. Once the student guesses correctly the next person goes out of the room.

*Activity: Matching Game- Have picture cards that correspond with word cards of the adjectives. Example: Picture of a giraffe would match with *alto*. Divide the students into teams and have them work to find the matching cards. You can adapt this to a game of Memory or Go Fish in later weeks. For example: Memory- Lay all of the picture adjective cards face down on the table. Have the class work in three teams or groups. During each turn the team gets to flip two cards. The students should try to remember what was

flipped. If the cards match when flipped, that team gets to keep the pair. A matching pair could be a picture of a fat pig and the word *gordo*. The goal of the game is to collect the most matching pairs. Make sure to have the class call out the words that correspond to the cards as they are flipped for extra practice. Go Fish- For larger classes you may need extra sets of cards to play this game or you could have the students work in pairs. Pass out five picture adjective cards to each player. Lay the remaining cards face down on the table or floor in the center of the circle. Have the first student start by asking a specific person in the circle for a matching card to one he or she has. For example, if the student has a picture of a giraffe in their hand they can ask "Do you have alto? Or *¿Tienes alto?*" If the student does not have it they can say "*Pesca*" or "Go Fish". The student then picks a card from the center of the circle and the next student asks for a match. If the student did have the card that was requested he or she would need to give it to the other player. This player can then ask again until a student doesn't have what they ask for. The goal is to collect the most matches by the end of the game. The game ends when all cards are matched. *Note: This would also be a great way to review the colors and animals, if they are in the pictures.

*Activity: Music and adjectives- As soon as the students understand the concept of an adjective bring in a favorite song in Spanish along with the printed lyrics. Have the students underline or circle all of the adjectives they think they see. For example you could play Track 14 from the Sing Dance, Laugh, and Eat Tacos Volume 1 is 'Mi familia grande' and Track 22 from the Volume 2 CD is 'El caballero viejo'. These are songs with adjectives even in the titles. Go over the answers together and then put on the music and sing!

*Comprehensive Activity: Remind the students of the pictures they drew last week of their families and friends. Hold up the pictures from last week and have the students each share one sentence in Spanish describing a friend or family member from the drawing. For example: *Mi padre es alto*. Tip: Make sure to show them an example of this first to ensure success. For the younger students, have them share their pictures with the class and give one adjective out loud about a family member and give them the full sentence in Spanish while encouraging them to repeat it after you.

3. Let the students know that they will learn modes of transportation, and therefore, they will be able to construct full sentences like "I go to school on the bus" in Spanish. "*Vamos a aprender los modos de transporte en español.*" Have a picture of each vocabulary word from the newsletter taped on the board. Feel free to use the pictures from the curriculum guide or clip art from the internet. Tip: A fun visual aid like toy cars, trucks, etc. would be an exciting way to introduce the topic. Have a volunteer come to the front of the room. As you call out one of the Spanish translations, have the student try to guess which picture it represents. For example: Start with an easy cognate like *el autobus*. Say the word and see if the student can point to the correct picture or have the class call out the correct answer. Make sure to have the students repeat the new word after you. To make this more fun you could have them use different voices like a high pitched voice, whisper, or loud voice. For the older students, you can also write the words under the pictures after the answers are given. *Juego- To practice the forms of the verb IR and the modes of transportation, play a game of Fill in the Blank. Divide the class into two teams. Have one person from each team come up to the board and face the class (away from the board). Write a sentence in Spanish leaving the IR verb conjugation blank. When you say "listo" the students up at the board turn around and race to fill in the correct answer in the blank. The fastest correct student earns a point for his or her team. Make sure to have the entire class read the sentence together in Spanish and give the translation. Play until a team reaches five points or until each student has had a turn to compete. Tip: For classrooms without a board, you will need to hold up the sentence on a piece of paper to the class and have the teams write the answer on a piece of paper and hold it up for you to see.

*Activity: Pictionary- Have *un voluntario* come up to the front of the board with you and whisper to them a mode of transport they could draw like *el coche*. They can draw it for the class to guess. Have the students raise their hands if they know the answer. The person, who correctly guesses the word in Spanish, wins and gets to draw next. *Variation: Feel free to play a fun game of Mata la Mosca up at the board with the picture flashcards. Divide the class into two teams. One student from each team competes at a time with flyswatters. When you call a Spanish mode of transportation, the fastest student to correctly swat the matching picture wins a point for his or her team. The fastest team to earn five points wins!

*Alternate Activity for younger students: Legos!- Bring in legos or blocks. Break the class into groups of about 2-3. Assign each group a form of transportation to "create." Give the students 3 minutes to work. Once they are done, have each group explain to the class what it is in Spanish. Encourage the students to use colors too! Example: *Es un carro negro*. Tip: Make sure to watch the clock and keep this activity between five to seven minutes so that you have more time for other great activities!

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: Talk about the different adjectives that are culturally inappropriate at times. *Delgado* is a nicer word to describe a thin person than *flaco*. *Flaco* means skinny as in too skinny. *Guapo* has a feminine form (*guapa*) and both are used. However, do not use "bonito" to describe a male. Family members may describe each other as they truly are- they call each other "gordo" or "gordita"- and that is commonplace. However, if a person outside the family tries this, expect trouble. In Latin America parents often call their babies *gordito*, *papalito*, etc as forms of affection or caring.

5. Before introducing the new time lesson, review the Spanish numbers with the students since this is an important element of telling time. Count with the class in Spanish to 20 and then see if they know the multiples. To further review the numbers, play the Number Pop Up Game- hand out number flashcards to the students (use higher numbers and numbers that are frequently used with time like: multiples of five, etc). Have the students hold the cards and sit in a line. As you call out a number in Spanish, the student holding that number must pop up and repeat it in Spanish. This will test their knowledge of the numbers out of order. For the older students play a competitive game of Count Off. Have the students stand in a circle. Each student will pass a ball around the student and count as they receive the ball. If a student is incorrect they will sit down. See how high the students can count! The last student standing wins. *Variation: Play a game of Around the world with numeral flashcards. Have two students stand to compete. Hold up a random numeral flashcard. The fastest student to call out the correct Spanish number wins and moves on to compete with the next student and so on. Play for five minutes or until a student has "gone around the world."

After the number review, let the students know you will be teaching them to tell time in Spanish. "*En español time es tiempo. Clase repite por favor tiempo.*" Teach telling time in whole hours first. For example: *Es la una, son las dos*. To teach these concepts have a paper made clock visual to show them the time as you say it in Spanish. Then have them repeat after you. Explain to the students that "*tiempo*" has a "*doble sentido*" because it also means weather in Spanish. Make sure to write the full sentences in Spanish on the board also so that they can visualize the parts of the sentence. Let them know that the verb SER is the verb to conjugate for these sentences. Explain that 1:00 uses the singular form of SER (*es*) and all other hours use the plural form (*son*). Also show them that *uno* changes to *una* because the gender of time (*hora*) is feminine.

*Activity: Reloj Paper Plate Clocks- Have each student make a clock according to the directions from the craft description in the curriculum guide with this activity title. After the students have created the

clocks, practice the time lesson by calling out a Spanish time (using only whole hours). For example, "*Son las dos.*" The students have to position the hands correctly on their own clocks and hold them up. In future weeks you can use these clocks for fun competitive games and lessons. So, be sure to collect them from the students after the activity.

6. Conversation practice: The topic of conversation today is the *familia*. Write the following questions on the board for the students to reference. Divide the students into pairs, and have them find out about each other's families in Spanish. Give each student paper to write down their partner's responses in Spanish. Make sure to walk around the room and help the students to stay on track. This way you can help with any grammar mistakes and these would be great things to send home with the parents so they can see how much Spanish the students know!

Preguntas: ¿Cuántos hermanos tienes? ¿Cuántos años tiene tu hermano(a)? ¿Cómo se llama tu madre/padre/etc.?

After giving the students a few minutes to interview each other, have the class get back into a circle. Call on a few students to share what they learned about their partners.

7. Repaso del día: Play a game of Bingo. Use the attached grid with *espacio libre* in the middle. Have the students fill in the vocabulary in English in the order they choose. You will have to give them a list to choose from, for example they could use the vocabulary list from the newsletter. Note: For time management it works best to prepare the vocabulary bingo charts prior to class for the students. Then you will call out the words in Spanish. When a student wins have them read off their answers in Spanish.
8. Comprehensive Project: Explain to the students that each week they will be working on a project during the last five minutes of class. This project will be a poster describing themselves and two friends or family members of their choice. Please provide the posterboards for the students to work on and collect them at the end of each class. This will prevent students from losing their projects during the semester. Each week you will instruct the students on what component of the project they can be working on. Start this week by having the students work on a description of themselves in Spanish to put on the poster. Have them start a draft of sentences on a piece of paper and check it over with you before writing it on the poster. You can encourage them to outline their poster/project. Bring in crayons, markers, or other creative craft items for them to add to the poster. Ask them to bring a picture of themselves to add to the poster next week. There will be a reminder of this in the newsletter for the parents. If the students are unable to bring a photo in they can draw a picture of themselves. Have a list of sentences or questions up on the board for the students to think about when describing themselves in Spanish. For example: *Me llamo_____*. *Me gusta la clase de_____*. *Tengo _____ hermanos*. *Mi deporte favorita es_____*. Etc.

9. **CLOSING** Sing the Adiós Amigos song to the tune of 'Frere Jacques' or another closing song you teach the class at the end of class as the students are cleaning and packing up. You can also play a fun contemporary Spanish song. Hand out the newsletters and have the students say "*nos vemos*" 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.

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

- **iBrilla!** - Have the students all stand by their desks/chairs. Give the class a simple word in Spanish like "Hola" or "Adiós". The class will go one by one giving each consecutive letter of the word to spell it. For



example, the first student says "hache", the next says "o", and so on. After the word is done, the next person says "¡Brilla!" You will need to give the students another word to spell. For the words use the vocabulary that you are working on. This game will work better with the older students.

- Dice Math- Bring in dice and have all of the children sit in a circle on the floor. Two students at a time will compete to add the numbers on each dice when you roll them and say the sum in Spanish. The first student to call out the correct Spanish sum and moves on to compete with the student next to them (similar to Around the World). Encourage positive reinforcement by asking the class "*¿Clase es correcto?*" And have everyone respond, "*sí, es correcto.*"
- Dance Freeze- Play a Spanish song and have the students dance while the music is playing. When you stop the music the students must "freeze" where they are. The first student to move or talk has to answer a vocabulary question from a topic covered in class today.