

1. INTRODUCTION Start off class with a fun, lively activity. Have all students stand and sing the Mesarena with the dance (below). Take attendance and have the students say "presente". Review the classroom responsibilities if needed.

Mesarena- Sung and danced to the tune of "Macarena"

enero (right hand out extended palm down), febrero (left hand same), marzo (turn right hand over palm-up) and abril (left hand turn over), mayo (right hand on left shoulder), and junio (left hand on right shoulder) and julio (right hand, right ear) and agosto (left hand left ear) septiembre (right hand on left waist), octubre (left hand on right waist), noviembre (right hand on right hip), diciembre (left hand on left hip) ¡Hey- Mesarena!

2. Conversation Activity: Pregunta Dice- Make a large dice with questions on the sides. 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. Have each student take a turn tossing the ball in the middle of the circle and give the answer for the question the dice lands on. For example, if the dice lands on "*¿Cuáles son los meses en el verano?*" the student would answer "*junio, julio, y agosto*".

*Alternate Conversation Activity: Dos círculos- Divide the class into two groups. Have the first group form a small circle, where the students are standing close to each other. Have the next group form a larger circle around the first group. Once the circles are complete, each student should have a student directly across from them in the group. This will be their conversation partner. Have the students start an introduction conversation with this partner. Give the class about 1-2 minutes, then call out "*cambid*". When this is called, the inside circle should move to the left. Feel free to ask for a volunteer pair from each round to present to the class their conversations. Note: You can have either circle move for any amount of spaces. It works best to keep the directions simple. Once the students have a new partner, they should start a new introduction conversation. Tip: Have the conversation elements up on the board for the students to reference during this activity like: *Hola. ¿Cómo te llamas? ¿Cómo estás? ¿De dónde eres? ¿Cuántos años tienes? ¿Cuál deporte es tu favorito? ¿Qué tiempo hace hoy? ¿Cuál clase es tu favorito? ¿Cómo es tu mejor amigo? ¿De qué color es tu pelo?*

3. Quiz the students to see if they remember the adjectives you have taught them the past few weeks by playing a quick game of Around the world to make the review more fun. Or play the Eliminator game on the board by writing the list of adjectives in a sequence. Have the students say them out loud with your help, if needed. Erase one word. Have the students say the whole list back. Keep erasing words one by one until all of the words are erased and the class knows the beginning sequence of words. Note: You can also place the pictures to represent the words along the side to help the students make the connection between the meaning and Spanish word. Introduce the new adjectives listed on the newsletter with flashcards and having the students repeat the words after you. For the new vocabulary, pictures of objects will help the students visually remember the words. For example: A diamond necklace with "caro".

* Activity: Review the SER conjugations by showing the conjugation chart and singing the SER Cha Cha Cha (below). Be sure to have them point while singing and have fun with the song. This will be a fun way to get the students up and moving!

SER Cha Cha Cha

*Yo soy. Tú eres. Usted es
Él es y ella es. (Cha, cha, cha)*

*Yo soy. Tú eres. Usted es.
Él es y ella es. (Cha, cha, cha)
Nosotros somos.
Ustedes son.
Ellos son. (Clap, clap)
Nosotros somos.
Ustedes son.
Ellos y ellas son.
(Cha, cha, cha)*

*Comprehensive Activity: The following activities will combine the use of SER and comprehensively review colors and animals from level II. Since colors are also adjectives, you can use them as examples in sentences. Teach adjective placement. If an adjective and a noun are separated in an English sentence, do not change the order of words when the sentence is translated into Spanish. For example, "The dog is black," becomes "*El perro es negro.*" However, if there is a situation where a noun and adjective are next to each other in an English sentence, they will trade places in the Spanish sentence. For example, "José is a white cat." Cat is the noun; white is the adjective. The Spanish sentence is "*José es un gato blanco.*" For the older students, you can challenge them by asking them to write a sentence describing an animal and using the adjectives they have learned in class. You can bring in pictures or they can also draw a picture to go along with their sentence. For example: "*El cerdo rosado es gordo.*" Give the students other funny examples like "man fat= *hombre gordo.*" This will show the students the placement is directly opposite of how we say it. Variation: Divide the students into two teams. Have sentences prepared with each individual word on a flashcard. Give each team an envelope with the flashcards. As you call out a sentence, the teams will race to put the correct sentence together. For example if the sentence you call out is "I have an orange cat." There should be a verb card for "*tengo*" a noun card for "*un gato*" and an adjective card for "*anaranjado.*"

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 how language and culture are so related. Companies across the world need to be sensitive to language. A great example is the Chevy NOVA. This car was sold faster than Chevrolet could produce it- everywhere except in Mexico. Had the company realized that the name of the car meant "It doesn't go"(no va) in Spanish, they would have changed the name of the car before marketing it to Spanish speakers. After this culture lesson, briefly review the IR verb conjugations by chanting them or singing the song to the tune of London Bridges.

*Describe something from a Spanish speaking country using a photo from your travels or from the internet. Have the students list as many adjectives as possible from your description in Spanish. Or you can hold up a picture and see if the students can describe images from it using adjectives. Then describe the actual scene along with any anecdotes from your trip or experiences.

5. Introduce the new vocabulary for this week from the newsletter by holding up pictures or visuals and having the class repeat after you. Review all the transportation vocabulary covered so far by playing a game of Adivines el Vehículo. Ask for *un voluntario* to come to the front of the room and start the game. Whisper to the student a mode of transportation. The student will act out the transportation and mimic the sound it makes. For example: If you said *el tren*, the student could pretend he or she was driving the train and make a train whistle noise or say "choo choo". Remind the class to raise their hand before guessing.

*Activity: Secuencia Silenciosa- Divide the class into two teams. Give each team a set of flashcards with the transportation vocabulary words in Spanish. Make enough for each student in the team to have one flashcard and hand them out to all the players. You will call out a random sequence of the modes of transportation in English. Once you have started calling out the words, the students should try to put themselves (according to the flashcards) in the correct order of the sequence you call out. But, make sure they are doing this silently- the name of the game! For example: If you call out: the bus, the car, the truck, and the van. The students should line up holding these cards in Spanish in that order. The team that put the cards in the correct order the fastest wins. Note: For the younger students make sure the flashcards have pictures and that you call out the words in Spanish.

*Alternate Activity: Transportation Tic-Tac-Toe - Play a game of tic-tac-toe on the board with the students using picture flashcards of the transportation vocabulary. Draw the basic grid of the tic-tac-toe, a 3 x 3 grid, on the board. Place picture transportation flashcards in each square of the board. Divide the class into two teams: one will be the "x" and one the "o". Have players from the teams come up to the board one by one and point to the square where they want to play their "x" or "o". The student will then need to call out the correct Spanish word that corresponds to the picture in that square and create a sentence in Spanish with it. For example: If a picture of bicycle is shown the student could call out "*Voy al parque en la bicicleta.*" before placing his or her "x" or "o" in that place. Have the entire class repeat the sentence for extra practice. The next team will have a player go to the front and choose another square. Three squares in a row for a team wins the game. Note: This game can be adapted for any theme using different picture flashcards in later weeks.

6. Review the time lesson from last week by handing out the paper clocks to the students. Teach them that clock in Spanish is *el reloj* and have the class repeat while holding up their clocks. As you call out times in Spanish have the students each make the time on their clocks and hold it up. For example if you say "*Son las tres*" the students should put their clock to 3:00. After the students are comfortable with whole hours, add the minutes 1-30 from the "plus half of the clock". Introduce "*cuarto*" and "*media*." Teach the students the question "*¿Qué hora es?*" by writing it up on the board and seeing if they can guess what it means in English. Reinforce these lessons by playing a fun game of Around the World with flashcards. Write the numerical times on note cards. For example: 2:20. Have one child stand next to the desk of another child. As you hold up a flash card, the students will race to call out the correct time first in Spanish. The winning student will move to the next child to compete and continue the game. Continue playing for five minutes or until a student has "gone around the world". *Alternate review activity: Physical Clocks- Get the students up and moving to practice time. Have them show you the time standing with their arms "being the hands of a clock". Call out a time in Spanish and have the class make the time with their arms. You could even have volunteers come up and call out times in Spanish and the fastest correct student to physically make the time gets to come up and be the next to call out the Spanish time.

*Activity: Tiempo Juegito Uno-Divide your class into two teams and using your whiteboard or chalkboard, draw two large blank clock faces with numbers on them. Have the students race to draw the big and small hands properly when you call out a time. Make sure once the answer has been given to have the entire class repeat the Spanish time while pointing to the correct clock to reinforce the lesson during the game. *Variation: You can also call out the time in Spanish and have the students race to write the numerals or digital representation of the time. For example if you call "*Es la una y media.*" The students would write "1:30."

7. Comprehensive Full Sentence Review: Teach the students how to add transportation to the full sentences with the IR verb conjugation. Give them examples on the board: "*Ustedes van en barco.* They go by boat." "*Voy en*

coche. I go by car." Emphasize the new word *en* for the students. Let them know this is an important word for the sentence before the means of transportation. Note: If the sentence describes a longer trip *por* would be used instead of *en*. For example: *Vamos a California por avión*.

*Activity: ¿Cómo va?- Prepare picture flashcards for the IR verb conjugations and modes of transportation. Have the class sit around a table or on the floor in a circle with the flashcards face down in the center of the circle. Have the subject pronouns on one side and modes of transportation on another. Have one student pick a subject pronoun card and another pick a transportation card. Have the class work together to form a sentence with these parts using the verb IR. For example: with "yo" and "coche" the students could say "Yo voy en coche." Once the students understand this concept, you can make this into a game. Divide the class into two teams and have them form two lines. Pick up a card from each pile randomly and show it to them. The first two students in line will race to make a complete sentence using the correct IR verb conjugations and mode of transportation cards you choose. For example: if you pick up "tú" and "el tren", the students should say "Tú vas en tren." You can have them answer orally or race to write the sentences up at the board. Whichever team gets the answer correctly first scores a point for his or her team. Keep playing for 5-7 minutes or until every student has had an opportunity to compete. Note: For advanced and older students feel free to incorporate the places vocabulary into these sentences. This will be a review from Advanced I Part I. For example: "Voy a la playa en coche. I go to the beach by car."

8. Comprehensive Project: Hand out the posterboards for the students to continue working on the projects that you started from last week. Have them tape the pictures they brought in from home of themselves to the poster and add the phrases and sentences describing themselves to the poster. Give the students the last five minutes of class to work. Play Spanish music as they work and walk around the room to help the students and correct any grammar mistakes. Collect the posters at the end of class and bring them to class next week for the students to continue working. Remind the students to choose who they will be adding to the poster next week (friend or family member) and to bring a photo of him or her in. There will be a reminder for this on the newsletter as well.
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. 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...
 - Los errores- Write a sentence on the board in Spanish that includes the vocabulary they have learned, but make a few errors in the sentence. Divide the class into two teams. Have the students take a minute to work with their teams and try to figure out the errors in the sentence. Call on one team to tell the errors. If they are incorrect let the other team have the opportunity to steal the point. Take turns between the teams in who answers first. For example, you could write "Ella vamos en la tren." The errors in this sentence are the incorrect verb conjugation and 'la' should be 'el'.
 - Baloncesto- Divide the class into two teams. Ask a student from the first team a question in Spanish. If he/she answers correctly they can take a shot at the basket. You can use a soft toy, ball or paper ball to throw into a empty trashcan or box as the basket. If the student gets the ball in the basket he/she scores two points. If not the student has the opportunity to score one point by answering the question correctly. The team with the most points wins. Examples of questions you can ask are: "How do you say time in Spanish? ¿Cuál es la diferencia entre SER y IR? ¿Qué significa levántense?"

