

1. **INTRODUCTION** Start off class with a fun, lively activity. Have all students stand and sing the SER Cha Cha Cha with the gestures from last week. Sing the song a second time with the verb IR. It would be helpful to have the verb conjugation charts up on the board or on posters for the students to reference during the song. You could even have volunteers who come to class early help you write these on the board or hang up the posters. Take attendance and have the students say "presente". Review the Classroom Responsibilities if needed.
2. **Conversation Activity: Match Up-** Have cards made with the typical conversation questions that you have been practicing with the students and an example matching answer to go with each question. For example: "*¿Cuántos años tienes?*" would be on one card and "*Tengo catorce años.*" would be on the other card. On a table or up on the board have the questions on top with the incorrectly matching answers below. The number of questions and answers will depend on your class size. For more students you will need more questions and answers. Be sure to add some challenging questions and incorporate recent topics like time and adjectives. Divide the class into two teams. Flip a coin to see which team goes first. The first team will start with one teammate going to the board to make one change (moving one answer to the correct question). This team will get a point if the change is correct. If the change is incorrect, the other team can have a chance to correct the change for a point. The next team will have one teammate go to the board to make the next change and so on. Play the game until all questions and answers are matched up correctly. For a tie breaker have the teams work together to write down a correct answer for a more difficult question in Spanish like "*¿Cómo se llama el maestro de las ciencias?*" The students would need to complete a full sentence in Spanish telling you their science teacher's name. If there is time, feel free to call on volunteers to act out the questions and answers from the board in a conversation after the activity.
3. Review all time lessons the students have learned so far by drawing different clocks on the board or using a paper made clock. Remind them of the main concepts and call out the Spanish time sentences having the students repeat. For example: Show them a clock of 6:15 and say "*Son las seis y cuarto. Clase repite Son las seis y cuarto. Muy bien.*" After this brief review, show the students the second half of the clock times. For example: 7:40 = *Son las siete y cuarenta*. Teach the students the question "*¿A qué hora es?*" and the phrase "*A la*" and "*A las*". Describe to them this is "at what time". Compare and contrast this concept to the "*¿Qué hora es?*" question they have learned. Show them an example like "*¿A qué hora es la clase de historia?* At what time is history class? *A las diez y cuarto. It is at 10:15.*" *Nota Cultural: In Spain, people use the word "menos" to describe time after thirty minutes or the last half of the clock. Menos means less or minus in Spanish. They take the next hour and subtract the time remaining to get to that hour. So, instead of saying 2:45 as *Son las dos y cuarenta y cinco* they would say *Son las tres menos cuarto*. In many Latin American countries like Mexico people typically don't use the "menos" when telling time.

*Activity: Tiempo Juegito Dos-Divide your class into two teams. Have a stack of white paper and markers ready for each team. Call one member up at a time. Have two student desks facing the class. Call out a time and each member will have to write out the time as quickly as possible. Example: "*Son las ocho y veinte.*" Whoever, finishes writing the quickest holds up his/her paper for the class to see and you will blow a whistle or ring a bell to signify the other team member to stop writing. Ask the students, "*¿Clase es correcto? ¿Sí o no?*" If it is not, the member from the other team has a chance to earn a point by fixing it. Whichever team reaches five points first, wins!

*Activity: Find the Time!- Copy the enclosed sheet so that there is one for every pair of students in your class. Divide your class into pairs and make sure each person has a marker. (Each pair should have two different colors.) Call out a time and the first student who circles the correct time wins a point. After you have called out all of the times, have the students count the number of circles they had in their marker color. That student wins a sticker or peso! Tip: Feel free to create your own sheet to include more complicated concepts for advanced students.

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 differences in modes of transportation in Latin American countries. In other countries, public transportation is very common for example. Instead of taking a car, you may take a bus or train. Guatemalan's typically travel by *camioneta* or chicken buses. The chicken buses are old American school buses, which are painted bright colors. The drivers usually decorate the inside of the bus and listen to loud music. They are called chicken buses, because people ride the buses with everything you can imagine-sometimes this means their chickens! Another popular mode of transportation in Guatemala is the Tuk-Tuk. This is a small three wheeled passenger vehicle. It would be great if you could find pictures on the internet to show the students examples of these unique modes of transportation.

5. Introduce the new vocabulary for this week from the newsletter by holding up pictures or visuals and having the class repeat after you. To review all transportation vocabulary, play a game of Pasa la pelota. Have all students sit in a circle. Ask for *un voluntario* to start with the ball. Ask the student holding the ball to list modes of transport. For example you can say, "*Díme cinco transportes en español*." Name five modes of transport in Spanish. *¡Pasa la pelota!* As soon as you say, "*Pasa la pelota*," the student passes the ball to the right. The other students will quickly pass the ball around the circle. If it gets back to the first student before he or she can name five modes of transport in Spanish, that student goes to the middle of the circle (like in Duck, duck, goose). If the student finishes calling out the vocabulary words in Spanish before it gets back to him or her, the student caught holding the ball when the list is complete starts the next round (similar to getting caught with the "hot potato" when the music stops). If another student is unable to complete the list before the ball returns to him or her, that student will switch places with the person in the middle of the circle. Note: You can vary the number of vocabulary words the student must list. For example: if you have a younger or a smaller class you can ask the students to list two or three vocabulary words.

*Activity: Comprehensive drawing: Use the paragraph from the curriculum guide titled El mundo de Juan under the transportation section. Give each student a blank piece of paper and crayons or markers. Read the students the paragraph and see if they can draw a map showing Juan's world. Note: It would be helpful to give gestures while reading to help the students. For example: when reading "*monta en bicicleta*", pretend to ride a bike. *Variation: Have the students draw a map/picture of how they travel from their house to a friend's house, their grandparent's house, or to the store. Tell the students to include the mode of transportation, the places, and the people in the drawings. Also, challenge the students to write full sentences describing the picture. Give them examples on the board like: "*Yo voy a la casa de mi abuela en bicicleta. Mi familia y yo vamos al cine en autobus. Yo voy a la casa de mis primos por avión.*" Make sure to walk around the room to help the students with writing these sentences.

7. Quiz the students to see if they remember the classroom phrases and commands by playing playing a quick game of Mata la Mosca up on the board. Have the Spanish words on the board. Divide the class into two teams. One player from each team will race to swat the correctly matching Spanish word to the English phrase you

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call out. For example: If you call out "Sit down", the students will swat the word "siéntense". The first team to score five points wins! After the game is complete, point to each word on the board and have the students repeat after you. Help the students with correct pronunciations. If the students are having difficulties with any words break them down into syllables by clapping or shaking a maraca to help them. Also, review with the students the accents found in the words. Explain the importance of accents in the pronunciation and how this can change the meaning of some words. Give them the example of "papa" vs "papá".

*Activity: Read the students the Spanish paragraph below. Encourage them to listen carefully and see how much they can understand without hearing the English translations first. Feel free to give them paper and pens for them to write down Spanish words they are familiar with as they hear them. After reading the paragraph in Spanish twice, call on volunteers to tell you what they understood. After hearing from some students, read through the paragraph again only this time translate after each sentence and explain to the students the Spanish translations. Make sure to point out the classroom commands along with the SER and IR verbs and their different usages.

¡Hola clase! Yo soy el profesor de matemáticas. Me llamo Señor Ramirez. Soy de Guatemala. Tengo dos hijos y un perro. Vamos a aprender mucho sobre los números. Clase, levántense y hacemos un círculo por favor. Repitan después de mí "Me gustan las matemáticas." ¡Muy bien!

8. Comprehensive Full Sentence Review: IR Race- Divide your class into teams of equal numbers (no more than 5-6 students per team). Have each team sit in a line. Give each line a piece of paper and a writing utensil. The first student in the row is #1, the second is #2, etc. Each team member will write respective conjugation of IR. Example, #1 will write 'yo voy' and pass the paper back to #2, who will write 'tú vas', and pass it to #3. This continues until all of the subject pronouns and verbs have been written. The last student passes the paper back to the first student, who runs to the board and writes all of the answers. The first team to get the conjugations (correctly) on the board, wins. Tip: Make sure to let the students know the ground rules to the game of running safely to the board and not shouting out answers, so that everyone gets a chance to answer. *To make this a comprehensive activity, after the first round have each student add the mode of transportation to the sentence. The second round you could have them add the day of the week. The third round you could have them add the place to the sentence. *Variation for younger students: Have the class sit in a circle. The students will pass a ball around the circle repeating the IR verb conjugations for practice. Have the class start with "yo voy" each student will repeat the conjugation and quickly pass the ball to the next person. Once the ball has gone around the circle, the subject changes to "tú vas" and will continue changing each time it goes around the circle. See how quickly the students can pass the ball around and complete all conjugations! Give the students praise "¡Excelente clase, ustedes son tan inteligentes!"
9. Comprehensive Project: Hand out the posters to the students that they have been working on in class. Have them tape the picture of their friend or family member to the poster. Encourage the students to use full sentences in Spanish describing their "amigo" on the poster. Give them examples on the board like: *Mi amigo se llama _____. Tiene _____ años. Es de _____. Es alto y moreno, etc. Su deporte favorita es _____.* Play Spanish music and walk around the room to help the students as they work. Let the students know that they will be presenting these projects to the class at the last class in *Español!* Encourage them to work neatly as they will also be taking them home to show their parents. Let them know that next week they will add their second "amigo" to the poster. Remind them to bring in a photo of this person to add to the poster. There will be a reminder on the newsletter for the parents.

10. 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 "*hasta luego*" 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.

11. Extra activities if there is more time...
 - Find the book The Grouchy Ladybug (Spanish edition- La mariquita malhumorada) By Eric Carle in the local library. As you read the story to the students, point out the times listed and encourage them to tell you the times in Spanish.
 - Adjective Dominoes- *Preparation: Use a sheet of blank paper and make equal sized rectangular "domino" cards. Draw a line down the middle (across the width, not the length) of each card. Cut and paste adjective pictures and write the word (or just the adjective) on one half of the domino cards. Photo copy them so that you can have at least two sets. Now write a random adjective on the other blank end of the card. (One that matches the picture end of one of the other cards. If you do this right, each word will have a potential of four direct matches in the deck.) When you are done, you should have a large set of cards with pictures on one end and random adjectives (matching the picture ends of other cards). *Game: Deal 5 cards to each student. Put one card out in the middle of the table. The first player tries to match one of his/her 5 card ends to the end or side of the domino on the play field. If the play succeeds, his or her turn is over and is passed to the next person. The next player can play off the first person's card or the original card. If a player cannot make a match they pass his or her turn and draw an additional card. (Match or not, the player changes so that everyone gets a chance.) The cards can match end to end or matching half alongside half. (Ie: picture to picture/picture to word/ or word to word) Unless to cards are identical, they cannot lie directly alongside one another because one half will not match. Like scrabble, the shape of the game will vary upon the cards drawn and the order in which the matches are played. The first student out of cards wins!