

1. INTRODUCTION Play Spanish music as the students enter the classroom. Take attendance and have the students say "presente". Review the Classroom Responsibilities if needed.
2. To get the students up and moving right away at the start of class, play a fun game to review the time lesson in Spanish. Use the "Los minutos 1-30" worksheet from the curriculum guide as a template for a hands-on activity. Divide the class into two teams. Have one player from each team compete at a time up at the board. When you call out a time in Spanish, the players at the board will race to write the correctly matching numerical time. For example if you call out "Son las tres y trece." The students will write "3:13." *Variation: You can play this with the times on notecards as Around the World.

Introduce the new time vocabulary from the newsletter by showing picture flashcards with the Spanish words underneath them. Say to the students, "*De la mañana significa in the morning. Clase repite por favor 'de la mañana.'*" (while holding up the picture flashcards from the intranet.) *Nota Cultural- Explain to the students that "*¿Qué hora es?*" means "What time is it?" in Spanish. In Mexico, people typically use the question "*¿Me regalas la hora?*" to ask for the time. This directly translates as "Can you gift me the time?" See if the students can think of the different ways in English people can ask for time. For example, "Do you have the time?" "Do you know what time it is?" "Can you tell me the time?" "What time is it?" "Can you give me the time?"

*Activity: Dialogue en Español- Print out copies of the Spanish dialogues from the curriculum guide, enough for one per pair of students. Divide the students into pairs and have them practice acting out the conversation/skit. After one or two minutes invite the students to edit the skit or create their own in Spanish. Walk around the class to make sure students are working on the task and using as much Spanish as possible. After two more minutes, see which pairs want to volunteer to show the class their skits in Spanish. Make sure to limit this entire activity to 5-7 minutes. If more students are left to present, save the skits and have them present at the next class. Encourage the students to be creative and have fun with this!

Activity: ¿Qué hora es, Sr. Zorro?- Note: For this game make sure to use an open space. If this is not available in your classroom see if you can use the hallway or the gym this week. This is the childhood gym-class game of "What time is it, Mr. Wolf?" Call on one student to be Sr. Zorro. That student stands on the far end of the room with his or her back toward the other students so that he or she cannot see them. The rest of the students go to the other end of the space and form a line with everyone facing Sr. Zorro. When everyone is ready the students, in unison, ask, "¿Qué hora es, Sr. Zorro?*" Sr. Zorro responds with "*Es la una or Son las ____.*" (any number 2-11.) Students then take that many steps toward him or her. Sr. Zorro cannot see who is getting close because he or she never turns around. The object is to be the first student to be able to touch Sr. Zorro- and therefore become the next Sr. Zorro. However, there is an element of risk. If, when asked what time it is, Sr. Zorro yells, "*Medianoche!*" - Sr. Zorro then becomes able to turn around and move. When the call of "*Medianoche*" is yelled, the students have to run back to the line that they started from before being tagged by Sr. Zorro. If Sr. Zorro tags a student, he or she is the next Sr. Zorro. If Sr. Zorro is not able to tag anyone, he or she remains as Sr. Zorro, and the game resumes. Be sure to review the meaning of *medianoche* along with *mediodía* with the students before starting the game.

2. To continue practicing conversation and full sentences in Spanish, review classes and the verb *gustar*. Hold up a picture or Spanish word for the class like *la clase de historia* and roll the ball to a student. Ask him or her "*¿Te gusta la clase de historia?*" Have the student answer in a complete sentence like "*Sí, me gusta la clase de*

hisotria." Let the student roll the ball to another classmate. As you hold up a new picture for a different class, have the student who rolled the ball ask the next student if they like the class in Spanish. The student who received the ball will also answer in Spanish. Tip: To help the students, write the sentence structures on the board for them to reference like "¿Te gusta la clase de ___?" and "Sí, me gusta la clase de ___." or "No, no me gusta ___." Let the students know that next week they will practice telling the time that each of their classes start at in Spanish.

3. **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: Explain to the students about the cultural differences regarding time between the United States and Latin American countries. For example, United States Americans and *Latinos* have a slightly different concept of when afternoon begins and ends. It is not uncommon to hear "Son las seis de la tarde," in Latin American countries; whereas a United States American would say, "6:00 at night." Tell them also about the "tiempo Mexicano." Mexicans view time very differently from us. For example: If you were invited to a Mexican party at 7:00 and you arrive exactly at seven you will definitely be the first one there and the host may not even be ready. It is not atypical to be one, two or three hours late. This can be frustrating for a United States American who is accustomed to being on time. Mexicans don't get mad or frustrated with each other because this is what they are used to. See how the students would feel if they had a party and everyone came late! There are benefits, because you can truly enjoy what you are doing without checking your mental clock. Ask your students how they feel about the concept of "tiempo Mexicano." Let the students know that in Mexico people often are not concerned with the time, so they would less frequently ask others for the time or be constantly watching the clock or their watch, like people in the United States. Buses often arrive and depart on their own schedules. If a bus is running late, make sure to wait patiently because it will eventually arrive. Discuss how their concept of time would affect business in Mexico and abroad. See if the students would enjoy a culture where people would be less rushed and concerned with being on time.

4. Introduce the *Great Outdoors* vocabulary from the newsletter by showing nature pictures. You can use the picture flashcards available on the intranet or find photographs or magazine clippings to make the lesson come alive. For example: As you hold up a picture of *un río*, say to the class "Río significa *river* en español. Repite clase, un río." To make this more fun, have the students repeat the vocabulary in silly voices or pretend to draw the object in the air. After teaching each word, go to the window. Call out a Spanish vocabulary word that you just taught like "un árbol." Have the class respond with either "Yo veo un árbol" or "No veo un árbol." Tip: If your room doesn't have a window, you can use a nature magazine, book, or photos and show the students different pictures. Ask them if they see the objects in the pictures.

Before starting the next activity, be sure to review the verb *Gustar* with the students and reference the conversation practice that they did at the start of class with the verb. See if they remember what "*me gusta*" means. Do a brief review of the verb conjugations so that the students can complete full sentences with the outdoors vocabulary and *Gustar* verb.

*Activity: Cukoo Combo- Divide your class into groups of four. Give each group a stack of note cards. Call out a phrase in Spanish and each group needs to write the Spanish or English equivalent on the paper. (One word per card) The first team to the front of the room with the correct words in the correct order wins. Example: I like the river. The students would have to write: *Me gusta el río*. Note: If you have younger students, call out a vocabulary word in Spanish. They will need to draw the object. Example: If you call out *el arco iris*, the students would draw a rainbow and bring it up to the front of the room.

5. Introduce the new adjectives vocabulary for this week from the newsletter using the picture flashcards from the intranet and have the students give a thumbs up while repeating "bueno" and a thumbs down while repeating "malo". Grammar note: Let the students know that these two adjectives can follow the rule about

placement where the adjective follows the noun. However, *bueno* and *malo* do not have to trade places with the noun- they are unique from other adjectives - but if they do not trade places with the noun, and if the noun is masculine and singular, "bueno" loses its "o" and becomes "buen." For example, "Juan es un buen chico y Juana es una buena chica." *Quiz the students on all the adjectives they have learned by playing a racing game with the flashcards. Have the students get into two teams. Give each team flashcards with adjectives on them. Have the teams race to hold up the Spanish flashcard that matches the English vocabulary you call out. For example, if you call out "short" they should find the "bajo" card and hold it up.

*Comprehensive Activity: Play the Di of Fortune game from the curriculum guide. Divide the class into two teams. Think of a sentence using *ser* and write the spaces on the board to represent them. Example: Yo soy. There would be a __ _ _ _ on the board. Tip: You can make this more challenging by adding adjectives (that they learned last semester) to the sentence like "Yo soy bonita." One person from the team would roll the di. If he or she lands on anything but a 6 or 2 he/she can guess a letter in Spanish. Example: The student rolls a 1 and guesses "hay un 'o'?" Since there is an 'o' the teacher would write the o in on the board and that student would get a candy (or peso if you are trying to be more healthy). He/she would need to hold onto it until the end of the game because if they roll a 2 they lose everything, including the candy! Unless the student guesses the phrase, the next team then gets the roll. The first team to guess the phrase wins! Roll a 1- candy/peso, Roll a 2- lose everything! Roll a 3-sticker, Roll a 4-inada! Roll a 5- one free letter, Roll a 6- Lose a turn. Tip: You can change the candy and stickers to point values and give the winning team each a piece of candy and the other team stickers. *Alternate activities: Play a game of Charades or Pictionary with the vocabulary.

*Alternate Activity: Draw the adjectives crossword puzzle from the curriculum guide on the board. Divide the class into two teams. Have the teams work together racing to complete the puzzle. The first team with the puzzle complete and correct wins. Make sure to review the answers in Spanish. *Variation for rooms without a board: Divide the class into pairs. Hand out one copy of the adjectives crossword puzzle for each pair. Have the students work in their pairs to complete the crossword puzzle. The fastest pair to complete the puzzle correctly wins. Make sure to walk around the room and help the students with questions.

*Optional Craft Activity: Do the Mis Fotos craft project from the curriculum guide. Have the students each draw a picture on each of the 5 pieces of paper, using only half of the sheet. (They can also bring in real pictures and glue or tape them onto the white paper.) Encourage them to draw different people- their friends, themselves, their teachers, or their family members. Have them write full sentences using the adjectives in Spanish and the verb *SER* below the picture. For example, if the student has drawn a picture of a female dark haired friend he or she can write "Ella es morena." below the picture. Have them decorate the front of one piece of construction paper and label it "Mis Fotos Por_(student's name)". You can then hole punch and tie the papers together to form books for each student. This would be a great project to show to their parents at the end of the semester. Note: Craft projects can take awhile, so feel free to extend this project over two class periods if they can't finish it in 7 minutes.

8. Comprehensive Full Sentence Review: Scavenger Hunt Sentences- Have flashcards with the Spanish words representing the IR verb conjugations, *SER* conjugations, adjectives, and modes of transportation prepared. (Note: Make sure to make two sets of flashcards, so that each team can take the card they find with them.) Hide them around the room. Divide the class into two teams. Give each team a list of words or flashcards to find. For example: 1. *voy* 2. *coche* 3. *alto* 4. *eres*, etc. Each team can have the same words in different orders. The teams will need to find the words in the order of their list. Once they find all of the vocabulary words around the room, they need to work together to create a full sentence for each word. For example: 1.

Voy en bicicleta. 2. *Vamos en coche.* 3. *Soy alto.* 4. *Tú eres bajo.* Encourage the students to use different vocabulary for each number and different subject pronouns to practice more conjugations of each verb. The older students can write it down. The younger students can tell you the sentence. The fastest team to complete the scavenger hunt wins!

9. Comprehensive Project: Hand out the posters to the students that they have been working on in class. Have them tape their second friend or family member to the poster. Encourage the students to use full sentences in Spanish describing their "amigo" on the poster like they did last week. Continue to 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. Remind the students that they will be presenting these projects to the class at the last class in Spanish! Encourage them to work neatly as they will also be taking them home to show their parents. Continue to work on this project for the last five minutes of class each week until the students have completed their poster projects.
10. Speed game: As a fun way to end class, have the students gather standing in a circle and start passing an object. They must call out a Spanish word or phrase as fast as possible. If a word or phrase is repeated, the student must sit down. Keep playing for 5-7 minutes or until two students remain.
11. 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 mañana*" 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.
12. Extra activities if there is more time...
 - Play a game of Yo veo by describing objects in the room using the adjectives the students have learned and reviewing numbers and colors. For example, "*Yo veo (I spy) algo rojo, azul, y blanco. Es largo y Viejo.*" This could be a description of an American flag in the room. Have the students raise their hand to guess. The student who guesses first can help you call out clues and pick the next object in the room.
 - ¿Quién tiene la respuesta?- Have the class form a large circle standing. Choose one volunteer to stand in the center of the circle. Have this student close his or her eyes and point out to the circle. Once you start the music the large outer circle should start moving to the right and the center student should move to the left. When you stop the music, all students should stop in their place. The center student will be pointing to a student in the outer circle. The student from the center can open his or her eyes to see who they have chosen. This student will have to answer the question you ask. If the student answers correctly, he or she will be the new person in the middle. If the student answers incorrectly the game continues. The questions can be review from any topic covered in class so far. For example: *¿Cómo se dice I go en español?* Or *¿Qué significa un arco iris?*