

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. **Conversación 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: "*¿Cómo te llamas? ¿Cómo estás? ¿De dónde eres? ¿Cuántos años tienes? ¿Cuál deporte es tu favorito? ¿Cuál clase es tu favorito? ¿A qué hora es la clase de arte? ¿Cómo es tu familia?*"
 - *If there are remaining Time Dialogue skits to present from last week, have the students come to the front of the room to present. Give "un aplauso" after each presentation.
 - *Alternate Conversation Activity: Write the question "*¿A qué hora es _____?*" up on the board for the students and have the list of classes in Spanish for them to reference: *la clase de arte, la clase de historia, la clase de matemáticas, la clase de español, la clase de inglés, las ciencias, la clase de educación física, la clase de música, y el almuerzo*. Briefly review this vocabulary by having the students repeat after you in Spanish. Let the students know they will practice asking and answering when these classes are during the day in Spanish. Divide the class into pairs and give them each a small piece of paper with a marker. Have the students take notes about their partners in full Spanish sentences. Give them an example question and answer like: "*¿A qué hora es la clase de arte?*" "*A las diez.*" After the students have asked and answered these questions for three to four minutes, call on a few volunteers for the remaining three minutes to give a sentence from their conversation. Remember to praise the students for their participation.
3. To practice telling time in Spanish play a game of **Busca el reloj que dice...** Have clocks posted around the room showing different times. You can bring in clocks or use the students' paper plates for this activity. As you call out a time in Spanish the students will need to run to the correct clock showing that time in the room. After the students have found it have the entire class repeat the time in Spanish after you to ensure they get practice speaking.
 - *Activity: **Huevos Revueltos**- Before class prepare two sets of flashcards that match up. One set will be the digital times (like 1:10) and the other set will be the sentence in Spanish (like *Es la una y diez.*). Prepare enough cards for each student in your class. Randomly hand out the cards to the students. Have them walk around and pairing up to ask each other "*¿Qué hora es?*" The other will respond with what their card says "*Son las tres.*" (for example) The goal of the activity is for the students to find their matching time. Once all students have found their match, collect the cards and redistribute them for a second round if the 5-7 minutes is not done. Tip: Make sure to walk around the room and help students use full the full sentences in Spanish. You could also write the question up on the board for them to reference. *Grammar Note: Make sure to note the difference between this question and the question used in the conversation activity and see if the students can tell you the difference. (*A qué hora*= at what time)
 - *Project Activity: **Los horarios**- Divide the class into two groups. Each group will create *un horario* together. Let the students decide what type of *horario* they will create. For example: TV or movie guide, class schedule, party or celebration event schedule. Give each group markers, construction paper, and any other supplies to create this project. Make sure the students focus on the Spanish times of the schedule and create

full sentences to describe this. Give them an example up on the board to reference: *La clase de arte- Son las ocho de la mañana. La clase de historia- A las ocho y cuarenta cinco de la mañana. La clase de inglés- Son las nueve y cuarto.* Note: Encourage the students to use a variety of minutes including *cuarto y media*. They should also indicate "*de la mañana, de la tarde, or de la noche.*" Give the students five to seven minutes to work on this and have them present this at the next class. Make sure to walk around the room helping the groups and ensuring they are on task.

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: Explain to the students about the diverse topography of Latin America. Show your students this on a map or in pictures. There are deserts, volcanoes, mountains, jungles, rivers, lakes, and oceans. The Amazon River runs through South America and is one of the longest rivers in the world- over 6,000 miles! The Amazon River is home to many amazing species. There have been catfish found there weighing over 200 lbs! Ask the students if they know where there are jungles and have them point to places on the map. Even Puerto Rico and Mexico have jungle areas!

5. Review the Great Outdoors vocabulary by playing the Poquito Loco game from the curriculum guide. Write all of the outdoor words covered last week on the board- spread out and in large letters. Break the students into two teams. Have one person from each team go up to the board, and have them put their hands behind their back then call out a vocabulary word in Spanish. The first person to touch the correct word scores a point for his or her team. Rotate students and keep doing this until all the vocabulary words have been used. Tip: Have the whole class repeat the words after they are found for extra practice. Introduce the new vocabulary words from the newsletter by showing pictures and having the students repeat the words after you.

*Activity: Clue/Pista- Place two to three clues on the board related to a Great Outdoors vocabulary word. These sentences can be in Spanish, English, or "Spanglish". Make sure to read the sentences orally to the younger students. Have the students raise their hands to guess the Spanish word described. The student that guesses the word correctly gets to come to the front of the room and pick the next secret word and help you give clues for it. For example: The answer is *el arco iris*. Clues: *Me gustan los colores. Está en el cielo.* It is two words. Another example: The answer is *un puente*. Clues: *It is over un río. A famous one is in San Francisco.* Note: You can play this game for other vocabulary covered this semester. For example: The answer is *el autobus*. Clues: *Many students take this to school. Es amarillo y negro. People use this as a means of public transportation. (You can have students work on this in groups to make it easier. For the younger students you may also want to have visuals available.)*

*Activity: El Río- Place picture flashcards of the Great Outdoors vocabulary on the floor like a winding river. Each card is a step across the river. As the students go across the river, they say aloud the name of the object they are stepping on. This game can be played with two students racing across at the same time, each from opposite ends, or one at a time in teams. You can also ask the students to step next to the cards so that you are able to use them again, or you can laminate the flashcards. (*Variation game: You can vary this game by playing *Sin Sillas*, which is like musical chairs without the chairs. Lay the flashcards on the floor in a circle and have the students walk around the circle stepping next to the flashcards. Play music while the students are walking. When the music stops you will say an outdoor vocabulary word in English, whoever is standing next to that flashcard needs to tell you the answer in Spanish. If he or she answers correctly, the game resumes as normal. If they answer incorrectly, that student sits out and helps you ask the next question.)

6. Review the transportation vocabulary from previous weeks by playing the Relay Bag game to reinforce this lesson. Prepare two paper bags with the same transportation picture flashcards inside. Divide the class into two teams. As you call out a transportation vehicle in Spanish, the first person of each team will race to find the correct matching picture from the bag. For example: If you call out, "coche" the students will look for the picture of the car. Note: For advanced students feel free to add a bag in front of each team with the IR verb conjugation flashcards inside and call out full sentences like "Voy en coche." Each player will need to find the correct verb flashcard from one bag and the correct transportation flashcard from the other bag. *Tip: After each answer is found make sure to have the entire class repeat the Spanish to ensure learning during the game. Introduce the new transportation places vocabulary from the newsletter by holding up the picture flashcards and having the students repeat the Spanish after you.

*Activity: Paseamos por la ciudad- After reviewing the IR verbs and new transportation places vocabulary, hang the transportation places vocabulary pictures around the room. (Be sure the actual vocabulary words are not showing.) Hand out nametags or labels the students can stick on their shirts that say the different subject pronouns. Example: Yo, tu, usted, ella, etc. (There may be some repeats.) Say a phrase, for example: Vas al aeropuerto. The students wearing "tú" need to get up and go to the picture of the *aeropuerto*. Turn to the class and ask, "¿Clase es correcto?" If the right students are at the right location encourage the whole class to chant back "¡Sí es correcto!" If they are not in the correct place, ask who knows the correct answer and assign that person the role of the "compás". I.e: Compass or direct the student back into the correct place. Every time the students successfully go to the right place they can receive a peso or sticker. *Variation: To make this into a team racing game, divide the class into two teams. Give each team nametags or labels with all of the different subject pronouns. One player at a time will compete to choose the correct subject pronoun to wear and race to the correct transportation place.

7. To review all of the adjectives the students have learned, play a quick game of Guess Who. Have the whole class stand. Explain that you are going to choose one student to describe. As soon as someone hears a description that doesn't relate, he or she would sit down. Example: "Ella es rubia." Everyone who is male and who is not blonde would sit. Keep adding descriptive words until everyone but the chosen student is sitting. This is a great way to review hair color, eye color, and clothing.

*Activity: Point out to the students that many of the adjectives they have learned are *opuestos*. Use the enclosed Opuestos work sheet and copy enough so that every student has one. This way they can see all of the adjectives and their opposites. Divide the class in pairs and ask that both students place their hands behind their back. Call out an English adjective. The first student to touch the correct Spanish adjective gets a point. The first student to score 5 points wins. You may also do this game in Spanish by playing opposites. For example, if you call "alto" the students have to race to find "bajo." *Variation: Los Opuestos I Matching Relay Race- Divide the class into two teams. Print two copies of this worksheet from the curriculum guide. The object of the game is for the students to draw connecting lines between the opposites 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 opposites 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 opposites in Spanish with the students after the activity to ensure understanding.

*Activity: Estrellas- Bring in three pictures of well known celebrities that are age appropriate such as someone from *High School Musical*, etc. Hang the pictures up at the board and number them 1, 2, 3. Break the class into two teams. Each team needs to come up with as many adjectives as possible to go along with the

picture. Whichever team comes up with the most correct adjectives wins. (The students can orally discuss and give the answers if the students are younger.)

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 "*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.
10. Extra activities if there is more time...
 - Conjugation Race- Divide the class into two teams. Have the teams stand in lines next to each other facing you. As you call out the English conjugations of the verb IR or SER, the first two students in line will race to call out the Spanish conjugation. For example if you call out "we go", the students should call out "Nosotros vamos". The fastest correct answer wins a point for their team. The next students in line continue the game. The fastest team to earn *diez puntos* wins! (Variation: You can also have the students race to the board to write the correct conjugation.) *Note: For advanced students you can add to the sentences to include more vocabulary like adjectives or modes of transportation.
 - Conjugation Buddies- Everyone in class gets a partner. You call out, "I am!" The partners get 60 seconds (or less as they improve) to discuss and write how to say that in Spanish. At the end of the time limit, each team presents their answer. They get one point for the correct pronoun and two points for the correct conjugation. Continue playing by changing the sentences you call out. The winning team is the team with the most points after the five to seven minutes is up.