

*Important Note: Do not hand out fiesta invites if you are teaching this class during the fall semester. The fiestas will be held during the spring semester only.

1. INTRODUCTION Play Spanish music as the students enter the classroom or sing some of the previous songs this semester like the Meserena or SER Cha Cha Cha. Take attendance and have the students say "presente". Review the Classroom Responsibilities if needed.
2. Conversación telefónica- Bring in toy phones or old cell phones to use as props for this activity if you can. Otherwise have the students pretend to hold phones. Divide the class into groups of two. Assign each group one of the skit scenarios listed below and have them act out a conversation. Feel free to adapt these to the students in your class. Encourage them to get creative with their answers and have fun with it. Feel free to write up skits for your class if you think they will need more direction with this activity. You can also list important questions to ask in Spanish on the board for them to reference. For example: "¿Cómo estás? ¿A qué hora es ____? A las ____." Other important parts of the conversation would be the greeting and goodbyes in Spanish. Walk around the room to make sure all students are on task. After a few minutes, have the students try a new skit, you can even switch up the partners. If there is time, call on one group to present their skit to the class. Encourage the class to give *un aplauso!* Tip: Since part of these skits require full sentences, you may want to write out skits ahead of time for the students.

Skit Scenarios:

1. Calling a restaurant to make a dinner reservation.
2. Calling a friend to set up a time to play basketball.
3. Calling a cousin to set up a time to watch a movie together.

*Alternate Conversation Practice: Use the Who are you talking to? Worksheet from the curriculum guide as a reference for this activity. Read the sentences to the students and have them *levanta la mano* to tell you if this person would be a "tú" or "Ud." Give the students stickers or pesos for positive participation.

*Variation: Divide the class into two teams. Give each team a "tú" and "Ud" flashcard. The first person from each team will compete to hold up the correct card as you read the first sentence. The fastest correct team scores a point. The next players in line compete for the next sentence and so on. The team with the most points after all sentences are read wins! Use the bonus question as a tie breaker if needed.

3. To review telling time in Spanish have digital time flashcards taped up on the board. Hand out the matching Spanish sentence flashcards to the students and have them tape their flashcard next to the correct match up on the board. For example if a student receives a card that says "*Son las tres y media.*" They will look for "3:30" up on the board. Review the answers with the students and have the entire class repeating in Spanish.

*Listening Activity: You're Fired!??- Use the description in the curriculum guide and the document on the intranet with this title for the following activity. This is a list of Spanish names and the time that each person wants to be awoken in the morning. Note: Feel free to adapt this to include more or less challenging times for your class. Each student is given the same list of names, but without the times. The situation is that each student is pretending to be the employee in charge of wake up calls for hotel guests. While the student was on his or her "lunch break" several messages were left by hotel guests. The students listen to the message (that you will read) and write down the correct times. Read the short oral phone message from below. To make it more fun and exciting give different voices for each person! The students have to write down the correct times. If most of the times are correct- great. If not- You're Fired!! (You can add room numbers to review

number vocabulary if you think your class will be able to understand this.) *Tip: You may want to have the class work in pairs so they can help each other and then you can make it a competition. The most correct pair wins!

"Me llamo Ernesto Garcia- a las siete y cuarto." "Soy Juanita Gonzalez- a las ocho de la mañana." "José Ramirez- a las seis y media por favor." "Hola, Me llamo María Lopez- a las cinco y veinte." "Soy Fernando Martinez- a las nueve. Gracias" "Me llamo Guadalupe Montoya- a las ocho y veinticinco de la mañana." "Soy Ricardo Medina- a las seis y diez." "Me llamo Lupe Guzman- a las cinco y cuarenta." "Raúl Perez- a las siete y cincuenta." "Hola soy Rosa Santiago- a las nueve y cuarto por favor."

*Project Activity: Have the two groups from last week present their Horarios projects. Feel free to ask follow up questions to ensure learning from the activity.

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: Teach the students appropriate Spanish slang that you know of from different countries. For example: In Mexico many people say "Qué padre" to say "cool" and in Venezuela they say "Chevere." In Spain ¡Qué chulo! Means How cute or how cool! Mexicans say "¡Híjole!" as a wow-like expression similar "holy cow." In Mexico "órale" is used as an expression for "cool" or "right on". A popular way to say that you like someone in Mexico is "Me caes bien." This directly translates to "you fall well to me" as the verb *caer* is to fall or drop. Another way to say you like someone is to say they have "Buena onda", which is like good "ju ju!" *Pura vida* means "pure life," but in Costa Rica it's a way of *life*. This phrase symbolizes the Costa Rican idea of letting things go, and enjoying life. Use it as an answer to "Cómo estás?" or to say "thank you" or "you're welcome."

Here are some other fun n slang phrases, which are popular in Mexico, where slang is VERY popular!

*Please teach other appropriate slang you have learned in the countries where you have traveled too!

¿Qué onda? = What's up?

Buey (pronounced "way")= Dude

¿Cómo andas? = How are you?

¡Guácala! = Gross!

*Let the students know that in Spanish the verb SER is used to describe occupations and that you don't need to use "un" or "una" when using Soy. For example: Soy doctora. Explain to the students how occupations do not define people in Latin America the way they do in the United States. For example: If you asked someone in Peru what they do, they would likely answer with their hobbies, "I ride bikes. I read and I cook." In the United States, this would typically be answered with a career, "I am a teacher. I am a doctor, etc."

*In Mexico, a common phrase used is "Te hablo luego." In this phrase "luego" or later could mean later in the day or it could mean years. The word "ahora" is also used loosely in Mexico. It could mean now as in right now or it could mean tomorrow. Teach the students these words by writing them up on the board in sentences and having the class repeat after you.

5. Review the Great Outdoors vocabulary by playing a game of Yo veo by describing objects outside the window. You can also post pictures around the room and describe the outdoors vocabulary from the pictures. Give the descriptions in Spanish first and then give the English translations. This is a great way to review the colors from Level II. For example, "Yo veo (I spy) algo verde y café. Y es muy alto. It is green, brown, and tall." This could be a description of *un árbol*. Have the students raise their hand to guess. The student who guesses first can help you call out clues and pick the next object. (You should have the words and clues written ahead of time. You can also have turn this activity into a team-based game.) Introduce the new vocabulary words from the newsletter by showing pictures and having the students repeat the words after you. Talk in Spanish about what is to the north, south, east, and west of other places by showing a world map. Feel free to incorporate "cerca de" and "lejos de" into your discussion. *Variation: You can make this activity and the following two activities into stations around the room. This way you can have the class divided into groups and working

simultaneously on different projects. Give each group five to seven minutes at each station and make sure to walk around and help the students stay on track.

*Activity: La Isla de los Tacos- Use the descriptions from the document titled "El Mapa" from the curriculum guide for this activity. Hand out blank paper, crayons, or markers for the students to use. Have them make a map of "La Isla de los Tacos." Make sure to have the students listen to all directions before starting to draw. You can repeat directions as the students start to draw. Have student volunteers come up to the front of the room and explain their maps in Spanish. Encourage *aplausos!*

*Alternate Activity: Yo veo...- Use this worksheet from the curriculum guide, and make one copy for every two students. Have the students pick partners for this activity. Hold up a nature picture that captures some of the vocabulary words listed on the worksheet. You can use a picture from a book, a magazine, or a photograph. Talk to the students in Spanish about what is in the picture. Next, show them a different picture for a brief time without explaining what you see. Hide the picture. Have the partners place an "x" by the things that were in the picture on the worksheet. See how many things they remember. You can make this a game by saying the pair with the most correct answers wins a sticker or peso! Be sure to review the vocabulary words found in the pictures orally as a class for further reinforcement.

6. Comprehensive Review- IR verb with Transportation Vocabulary: Teach the students that 'a la' precedes a feminine place noun like *casa* or *la parada de autobus* and 'al' is the combination of 'a + el' which precedes a masculine place noun like *parque* or *garaje*. Sentence Scramble- Prepare sentences that include the subject pronoun, conjugation of IR verb, a transportation place, and mode of transportation. For example: *Ella va a la parada de autobús en bicicleta*. Create two sets of cards for each sentence with the words separated and scrambled. Put them into envelopes and number them. I.e.: Sentence Uno, Sentence Dos, and Sentence Tres. Break the class into two teams. Give each team one of the sentences. Teams need to unscramble the cards and put them into the correct order. Whichever team does this the quickest scores a point. This can also be adapted to small groups or have the sentence written in English and the students need to race to write it in Spanish either on the board or at their seats. *Variation for younger students: Instead of handing out written scrambled sentences to the students, call out a scrambled sentence for the teams orally. For example: If you call out "a la estación de tren en autobús vamos nosotros", the students should answer "Nosotros vamos a la estación de tren en autobus." Give the teams a minute to discuss the correct sentence. Have each team whisper to you their answers. Announce which team wins the point. If both teams were correct, both can get a point. Play the game until the first team reaches 10 points and they are the winners. Make sure when announcing the team that wins the point to call out the correct answers and explain why it was correct. You may want to repeat the scrambled sentence multiple times to assure the students remember all the words.

*Alternate Comprehensive Activity: Create a set of sticky notes with the conjugations and the subject pronouns. Give each student one of them and have them stick it on their shirts. (Depending on the size of your class the teacher may need one or a couple students may need duplicates.) When you call out a phrase such as "Yo voy" the person with "Yo" and the person with "voy" must race to find each other and stand up in the front of the room. The pair must then come up with a sentence using "Yo voy". For example, "Yo voy al aeropuerto en coche." If they can come up with a sentence they get a small prize. If they cannot, they can ask the other students for "ayuda" by saying, *¡Ayuda por favor!* If the class gives help, everyone gets a small token-like a sticker or a peso. If the students forget articles like *la* or *el*, that is okay as long as they get the basic concept of the conjugations.

7. Comprehensive Review SER verb with adjectives: Un Párrafo- Challenge the students to write a small paragraph in Spanish using the Mi Mejor Amigo or Mi Mejor Amiga worksheet as a template. To make this a fun activity, have the students share their paragraphs with a partner in class. You can also encourage the students to come to the front of the room and present their projects. Make sure to encourage *aplausos!*
*Alternate Comprehensive Activity: iMemoria! - Have the students sit in a circle. Start by passing an object such as a maraca. The first person with the maraca must say "Soy + (one of the adjectives)". Example: *Soy alta*. The next person will repeat that adjective and add another. Example: *Soy alta y inteligente*. The next person must repeat the previous two and add another. Example: *Soy alta, inteligente, y simpática*. Each person must correctly remember the previous adjectives plus add a vocabulary word that hasn't been used yet. (You can have them change the ending to their appropriate gender or keep with what was originally stated.) If a student gets the order incorrect or can't think of a new adjective, he or she sits in the center of the circle and the circle gets wider. Keep going around until everyone but one or two students have been eliminated. They are the winners! (Notes: This game is similar to I am going on a picnic and I am bringing... in English. You can make the game easier for younger or mixed grade classes by having the whole class repeat the places together and the person holding the maraca just needs to come up with a new place word.) Note: You can decide whether adding opposites will be allowed or not. Either way let the students know before playing.
8. 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 goodbye 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.
9. Extra activities if there is more time...
 - Papa Caliente- Have the students sit in a circle and pass a ball or potato while you are playing Spanish music. When you stop the music, the student with the ball in their hands has to answer one of your questions. You can ask the students for example, "¿Cómo se dice *stand up* en español?" Or show a picture of the vocabulary word and have the students give the Spanish translation. Note: You can incorporate vocabulary from any theme covered this semester. *Variation: Papa Caliente with the Conjugation Dice- (From week 2) Make dice with the different subjects written on the sides like yo, tu, el/ella, nosotros, and ustedes. (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.) Gather your students in a circle on the floor, and have each student take a turn tossing the dice in the middle of the circle. The student must say the correct conjugation of the verb for the subject the dice lands on. For example: If the dice lands on 'nosotros' the student will say "vamos". After this brief review, have the students sit in a circle and pass the conjugation dice like it is the hot potato as you play music. When the music stops the student has to roll the dice and conjugate the verb for the subject that lands up.
 - Spelling Bee- Have the students sit at their desks. One student will stand at the first student's desk. Show the two students one of the picture flashcards from any theme covered so far. The first student to correctly spell out the corresponding Spanish word wins that round and moves on to the next student's desk. For example: If you hold up a picture of a car the students should spell "c-o-ch-e". This will be great practice for the Spanish alphabet. Keep playing until there are two finalists left. See who wins the spelling bee, but give them both a prize like pesos or stickers.