

\*Note: Read the lesson plan over carefully, and pick the activities per topic that you want to focus on. There are a lot of activities, and you most likely won't have time to cover them all.

1. **INTRODUCTION** Play Spanish music as the students enter the room. Take attendance and review the Classroom Responsibilities. Sing the IR and SER verb conjugation songs and chants that the students enjoy from past classes. Bring in maracas or sombreros to let the kids use while singing. \*Variation: Bring in a modern Spanish song for the students to listen to. Hand out the lyrics to the students while they are listening and have them circle the adjectives in the song or fill in the blanks to missing words (that you have deleted from the lyrics).
2. Each week the students have been reviewing conversation questions and answers. Review them by calling on volunteers to present a skit of conversation elements covered in class up until this point. Invite them to use puppets to demonstrate the mini conversations with questions like, "¿Cómo estás? ¿Cómo te llamas?" Choose another question or two that includes topics from this semester to have the students add to the skit. For example, "¿De dónde eres?" Or "¿A qué hora es la clase de español?"
3. Wheel of Fortune- Divide the class into three teams. Use the wheel template from the intranet titled "La Rueda de la Fortuna." Print or glue this onto cardboard or cardstock and place a fastener in the center with an arrow. Write the blank spaces for each letter in a vocabulary word on the board. Tip: You can use any vocabulary topic from the semester. For example, "la ambulancia" or "La colina." Each team will take turns spinning the wheel and guessing a letter in the puzzle (sentence). Make sure to remind the students to guess the letter in Spanish and not English. For example: Have each team ask "Tienes una 'b'?" If there are b's in the puzzle you will reveal them. The team to solve the puzzle first wins the points they have earned while guessing the letters of the puzzle. Note: You can make this more challenging by creating full sentences for the students to translate like "Me gusta el arco iris." Or "Son las tres y media." Note: Make sure to give the students the theme or topic of the sentence, so they can guess more easily.
4. Quiz the students on the time and great outdoors vocabulary by playing a game of Mata la Mosca with pictures or words in Spanish on the board. Divide the students into two teams. One person from each team competes to swat the correct word or picture that you call out. \*Alternative activity: Play a game Speed Vocab. Divide the class into two teams. Call one player up from each team and hold up a picture flashcard from one of the topics noted above. Whichever player shouts out the correct word in Spanish scores a point for his or her team. The two players sit down and the game resumes with new players. Keep playing for 5-7 minutes or until every player takes a turn. Note: You can add an element of laughter to the game by having a sombrero, sunglasses, or another goofy item on a table or desk at the front. The player who wants to answer must wear the sombrero!
5. **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: Meal times differ from country to country. In Spain, there are traditionally four meals daily. A light breakfast is eaten around 7:00 in the morning, and lunch is served around noon. Lunch is the largest meal of the day and typically includes: meat, vegetables, soup, salad, and dessert. Around 5-6 p.m., when people are hungry again, it is not uncommon to have a "merienda" which

translates as a "snack." The *merienda* is usually a sandwich or piece of pie, something to tide people over until dinnertime. It is common to have the *merienda* in a café or restaurant. Dinner is the second largest meal of the day and is not eaten until 9:00 p.m.

Let the students know in Latin American countries like México, the meal schedule is similar, but slightly different. The breakfast is small and can be eaten up until about 11:00 a.m. Lunch is the largest meal of the day and is usually around 2:00 p.m. Explain to the students that in many Latin American countries students leave school to go home for lunch since it is such an important meal. Lunch (*almuerzo*) is typically two hours even for business people. Let them know that after the lunch many people in Latin America have a *siesta*, or nap. Explain to them that after this the students would return to school. So, their school day would go much later than here in the United States due to the break in the middle of the day. See if the students would enjoy a schedule like this! Their dinner is usually 7:00 p.m. or later and is also very small. See if the students can tell you in Spanish what times they usually eat breakfast, lunch, and dinner!

6. **Comprehensive Activity:** Use all of the flashcards you have created for the different themes covered this semester for this activity. Grouping Game- Divide the class into two teams. Give each team a set of about 15 flashcards. Make sure each set of flashcards has words from the different themes like: transportation, the great outdoors, adjectives, classroom commands, SER verb conjugations, and the IR verb conjugations. Have the teams race to separate the flashcards into the appropriate themes. Students must separate the correct vocabulary words into six different piles. Whichever team does this correctly the fastest wins. Have each team call out the Spanish words from each pile for additional reinforcement. \*Extra Practice: Now that they have the vocabulary separated, have the students race to create three sentences using the flashcards they have. For example: "Somos inteligentes y interesantes." Or "Voy al río en bicicleta." They can put the flashcards in the order of the sentence. Once the teams are done have them read the sentences out loud. Note: For the younger students, use picture flashcards and have the students read the sentences out loud. \*Variation: Scattergories- Divide the class into two teams. Give each team a blank piece of paper. Call out a theme or topic from this semester. The teams will race to write down or draw as many vocabulary words from the category as they can think of. Give the students two minutes and then call *¡Basta!* Have one team read off the words in Spanish that they came up with. The other team should check their list for similar answers. The students will only get points for words listed that the other team didn't have. Help the students with the scores. Play another round until the 5-7 minutes are up. Award the winning team stickers or pesos.
7. **Comprehensive Review IR verb with Transportation:** Make me a sentence game- Make flashcards with selected subject pronouns, conjugations of *ir*, transportation places, and modes of transportation. Divide the students into four groups. One group will have the subject pronoun cards, one will have the conjugations of *ir*, one will have the transportation places, and the last will have the modes of transportation. When you call out a sentence the students in each group will figure out the matching part to the sentence. For example you can call out, "She goes to the gas station by car." The students with the "ella" flashcard, the "va" flashcard, the "la gasolinera" flashcard, and the "coche" flashcard come up to the front and make a sentence. Make sure they put the vocabulary in the correct order to make the sentence. Read the sentence together adding the "a" and "en".
8. **Repaso del día-** Play a game of Jeopardy to test the student's knowledge of the Advanced II Part I topics. First, divide your class into two teams, and then write each topic on the board followed by 10, 50, and 100. One person from each team will start by saying the topic name and the number of points the question they will be given is worth. The higher the points, the more difficult the question. You will then use the questions that correspond to the points/topics listed at the end of this lesson plan. (You can add your own additional questions if you would like.) If the student answers the question correctly, he or she scores a point for the team. If not, the other team has an opportunity to steal the point by answering the question correctly. Also, give the students the model sentence in Spanish. I.e: Topic name + por + number of points. Example: *Los*



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*adjetivos por diez or Conjugations of Ir por cien. Be sure to bring in the questions below to class so that you are prepared.*

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 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.
10. Extra activities if there is more time...
  - Conjugation Voleibol- Divide the class into two lines and have them sit facing each other. Each line is a team. Flip a coin to see which team will start. One person from that team will need to say a subject pronoun. Example: The first person says "ella". This player then rolls the ball to the other line. The team member that "catches" the ball must give the corresponding conjugation. Example: "va". If the player answers correctly, that team scores a point. The player that says a new subject pronoun and roles it to a different person. On the other hand, if the player doesn't answer correctly, the "throwing team" has the opportunity to steal the point away by answering correctly. Tip: Play changing the verb between IR and SER.
  - Sentence Dice Game- Divide the class into two teams. Give each team two dice. For the first di, tape paper squares together to make a box. On each square you can write the Spanish vocabulary word or paste a picture. The vocabulary words can be places or modes of transportation. The second dice can remain a number dice. Tip: You can have a list of vocabulary words that each number on the di represents up on the board, instead of making a di. For example, if the students roll a two 2 = *e/ autobús*. Each team will also need a pencil and paper. Teams will roll the dice. They will need to make a sentence using the vocabulary word from the first di and will earn the number of points from the second di for that sentence. For example: If they rolled "el lago" and a five, a possible sentence could be "*Yo voy al lago en autobús,*" and they would earn five points. If the team lands on the same vocabulary word twice, they will need to create a completely different sentence using that word. For example: another sentence for *el lago* could be *Me gusta el lago*. Have the teams race to a specific number of points like 20. The team that earns that number of points first wins. Once the students are done, have the both teams read their sentences to the class. Make sure to correct any grammar or pronunciation errors.

Jeopardy Questions/Topics \**The difficulty or the questions can be changed depending on the ability and age of your students.*

#### Classroom Commands and Phrases

10- What is *stand up* in Spanish?

50- How do you ask what something is in Spanish?

100- Direct the class to listen to you and repeat after you.

#### SER verb conjugations

10- What does the verb SER mean in English and what types of sentences can you use this for? (Example: telling time, describing someone, telling where they are from, etc)

50- What does *¿De dónde eres?* mean and how would you answer the question in Spanish?

100- Chant the SER verb conjugations or Sing the Ser song to the tune of London Bridges or the SER Cha Cha Cha.

#### Great Outdoors

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- 10- Name two things that are *verde* in the great outdoors.
- 50- *¿Dónde está el sol?* Give the cardinal direction for *el sol*.
- 100- What is the difference between *el mar*, *el lago*, and *el océano*?

#### Singular Adjectives

- 10- How do you say *tall* and *short* in Spanish?
- 50- Name one personality adjective in Spanish and give the correct translation/meaning in English.
- 100- Translate the following phrase remembering the placement and agreement of adjectives: "blond sister".

#### IR Verb Conjugations

- 10- How do you say "I go" in Spanish?
- 50- What could "va" mean? Hint: different subjects or pronouns.
- 100- Chant the IR verb conjugations.

#### Transportation

- 10- What do *el barco* and *la moto* mean in English?
- 50- List two modes of public transportation in Spanish.
- 100- Translate the following phrase: "She goes to the park by taxi."