

1. INTRODUCTION Play Spanish music as the students enter the room, and greet them by saying ¡Hola! Take attendance and have the students say "presente". Introduce yourself and the Classroom Responsibilities. Make sure to show the students the Classroom Responsibilities poster and the Consequence and Rewards chart. Also, give students an example of how they can earn a peso or lose a star, depending upon the system you choose. Demonstrate the attention getter and explain how you will be using it in class to regroup the students.

*Activity: Start class with the SER songs from Advanced II Part I to get the students up and moving! Sing a line first and then have the students repeat after you. Don't be afraid to make this a goofy activity by making gestures (like pointing to who the pronoun and conjugation are referring to) and using silly voices.

SER Cha Cha Cha

*Yo soy. Tú eres. Usted es
Él es y ella es. (Cha, cha, cha)
Yo soy. Tú eres. Usted es.
Él es y ella es. (Cha, cha, cha)
Nosotros somos.
Ustedes son.
Ellos son. (Clap, clap)
Nosotros somos.
Ustedes son.
Ellos y ellas son.
(Cha, cha, cha)*

*Chant the SER song to the tune of London Bridges. (If this is a bigger class it could be really fun to have the class break into two groups and practice the chant. Each group can then "perform" it pretending to be characters and using props.

*Yo soy, tú eres, usted es
él es, ella es
Nosotros somos, ustedes son
Ellos son, ellas son
Repite*

*Activity: After singing the brief song above, call out a subject pronoun in Spanish and have the class call back the Spanish conjugation of the verb SER. Give them praise for remembering the vocabulary over the break with *un applauso!*

2. Explain to the students that they will be doing a fun question and response activity to get to know one another in Spanish. This will be a great review of past conversation lessons. Preparation: Write Spanish questions on separate pieces of paper. Example questions: *¿Cómo te llamas? ¿Cómo estás? ¿De dónde eres? ¿Cuántos años tienes? ¿Cuál deporte es tu favorito? ¿Cuál clase es tu favorita? ¿Cómo eres? ¿Qué hora es? ¿Qué hora es la clase de español? ¿Cuántos hermanos tienes?, etc* Put these questions into a hat or bag. Have one student pick a *pregunta* from the hat. He or she will then ask the second student the question in Spanish. The second student will respond in Spanish accordingly. Note: You can make this more challenging by putting the questions in English so that the student would need to translate the question before asking. Have the rest of the class take turns coming to the front of the room practicing the conversation elements by drawing different questions out of the hat. Tip: If the students struggle with some of these conversation elements, make a note of which ones they need to work on and focus on those in the following weeks. Make sure to write the questions up on the board and call them out in Spanish and have the class repeating after you for extra

practice with the more difficult conversation elements. You can also have this as a conversation circle or Round Robin.

*Alternate Activity: Conversation Race- Divide the class into pairs. Write a question up at the board like "De dónde eres?" Each pair needs a piece of paper and a writing utensil. The pairs must race to write down the translation into English as well as a correct response in Spanish. Whichever pair finishes first stands up and reads their answers when called upon. If they answer correctly, they can earn pesos or points. If not, another pair has an opportunity to steal the points.

*Alternate Activity: Los nombres y las palabras- Ask the students to choose a Spanish adjective that they have learned that starts with the same letter as their name. For example: Rebecca *roja* or Adam *alto*. Remind the students that the adjectives would be placed after their name and the gender would agree. Give them some examples and help any struggling students. Have the students stand in a circle. Start by passing a ball to a student and saying your name with a Spanish word. The student who receives the ball will say your name and Spanish word and then his or her name and Spanish word. He or she will then pass the ball to someone else in the circle and he or she will start with your name and Spanish word and the person who threw the ball to him or her. This will continue until all students have received the ball. Help the students as they forget other students' names. Note: Feel free to let the students use a gesture along with their adjective like flexing their muscles for *fuerte*. After everyone has received the ball see how fast you can throw the ball using the path you just created and see if everyone remembers each other's names and Spanish words!

3. To review the verb SER from Advanced II Part I, have the verb conjugation chart written on the board or on a poster for the students to view. First ask the students if they remember the meaning of the verb and when it is used. For example: to tell where you are from, to describe yourself, and telling time. Review the conjugation of the verb by chanting the conjugations and having the students repeat this after you. For example "soy, eres, es, somos, son." By putting a rhythm to the conjugations it will help the students to remember them. While chanting this you can also point to help the students remember what each part means. For example: have everyone point to themselves when they say "soy". You can also have the students hold cards representing the subjects of the sentences like "yo, tú, nosotros, and ustedes." They should hold them up while chanting the conjugations.

After the review of the verb SER and basic pronouns, focus on the plural subject pronouns. Teach the students the meanings of the pronouns (nosotros/nosotras, ellos/ellas, and Ustedes). Feel free to also incorporate the Vosotros form. *Nota Cultural: Three out of nineteen Spanish speaking countries use the form "vosotros", which loosely translates to "you all." One of these countries is Spain, so it may be helpful for students to know this pronoun form. Write these words up at the board and give the students examples to help them visualize the pronouns. For example: Have three girls from class come up to the board and explain to the class that they are "ellas". Then have three boys come up to the front of the room and explain that they are "ellos". This will show the students that groups with boys and girls use the masculine form of the pronoun. Together the groups are "ustedes" or "ellos". Quiz the students on this concept by giving different examples using people from the class or pictures from magazines and have the class call out the correct Spanish plural subject pronoun. You can use the Extra Help! documents from the curriculum guide as a resource for examples to help teach this lesson. Make sure to point out the genders of the pronouns and the different spellings for these words.

*Activity: Who is it?- Use this worksheet from the curriculum guide as a base for this interactive activity. Divide the class into two teams. One person from each team will come up to the front and face the class (away from the board). You will write one of the example scenarios from the worksheet on the board. For example: Ana, Anita, y Miguel. When you say "¡isto!" the students will turn around and race to write the correct

plural pronoun in Spanish up on the board. The student who answers correctly first earns a point for his or her team. Play until a team reaches five points or until every student has had a turn. *Variation for rooms without a board- Divide the class into two teams. Give each team scratch paper. Call out the examples of people from the worksheet and have the teams race to write the correct plural pronoun on the paper and hold it up. Tip: Have the students decide who will be the team "secretary" and have them whisper together to collaborate for the answers. You can also play this game until a team reaches five points.

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. Feel free to use a *nota cultural* from the curriculum guide, the one below, or share experiences that you have from Spanish speaking countries. Morning classes will not need a snack. In the afternoon classes, please make sure to bring an extra healthy snack in case the students forget such as raisins or pretzels. Be aware of any allergies listed on the class roll. Make sure to check with the school before class to see if food is allowed in the room you are using. Some schools ask that snack time be held in the hallways, for example. Allow five to seven minutes for snack and culture time. When this time is up, allow the students to take a bathroom break, get a drink of water, throw away garbage, etc. Note: This should be the only break for leaving the classroom in order to avoid future disruptions, so remind them to take advantage of the time. If some students are not finished with their snacks, ask them to put them in their backpacks for later. Make sure to supervise the students in the hallways.

*Nota Cultural: Ask the students what they think *un mercado* is. Then explain how a *mercado* is an open-air "store" where vendors (individual people) sell all kinds of things to make money. In addition to fruits, there are vegetables, meat, clothes, housewares, and sometimes even live animals! Show the students the pictures of *mercados* from the intranet. Pass the pictures around. Ask the students what they think is different about *el mercado* and our grocery store in the United States. Ask if they can think of something similar in the United States. (The farmers' market is a good example to give.) Go on to explain that at the market the vendors don't usually have a set price for items like in the grocery store. The vendor typically says one price and then the person who wants to buy the item says a lower price. They keep going back and forth until they agree on a price. This is called bartering. For example, "*Me das la bolsa por veinte pesos?*" Ask the students if they think supermarkets also exist in other Spanish speaking countries. Explain that the grocery stores with which students are familiar do exist in large cities, but that rural and small towns will depend much more on *mercados* and some convenience stores.

Each week you can feature a country during the culture section and share with the students a unique or traditional food from that area or region. This week you can share with the students the difference between bananas and plantains while discussing the traditional dish of *tostones* from Puerto Rico. Explain to the students that plantains are firmer, lower in sugar, and higher in starch than the regular or desert banana. They are not eaten raw and usually require cooking. They are usually used as a vegetable, similar to a potato in many dishes. They are similar in appearance to a banana but are often used when green or under ripe. Plantains are popular in many Latin American countries and especially in the Caribbean countries. It would be helpful to show the students a map and point out the Caribbean area and Puerto Rico. Puerto Rico is known for its *arroz con gandules* (rice and pigeon peas) and its *tostones* (fried green banana chips). *Mufongo* is also a very popular dish in Puerto Rico. This is usually mashed fried green plantains with broth, garlic, olive oil, and bits of bacon or pork. Feel free to find a recipe for *Tostones* on the intranet and share it with your students!

5. Begin teaching the fruits from the food unit by showing the picture flashcards from the intranet or bringing in plastic or real fruit. Since many of the fruits are cognates, call out the Spanish name for a fruit and see if the students can guess what the fruit is in English. Then show the picture flashcard with the Spanish word underneath or hold up the fruit with the word on the board and have the class repeat after you. This will help ensure correct pronunciation of the words. After you have introduced all of the fruits from the newsletter, quiz the students by holding up the pictures of the fruits and having them call back the Spanish words. *Comprehensive Lesson: Use descriptions in Spanish while introducing the fruits to review colors and adjectives in Spanish. For example: "Mmm. *Me gusta la manzana roja*. I like the red apple. *¿Ustedes les gustan las manzanas rojas o verdes o los dos?* Do you guys like red apples or green or both?" *Interactive lesson- If

you bring in the plastic or real fruits, have the students stand in a circle. Pass a fruit around the circle. Once the student catches the fruit they need to say the name of the fruit in Spanish. For example if you pass an apple around, each time a student receives the apple they will say "manzand". This will be a fun way to involve repetition and practice of the new vocabulary.

*Activity: Grocery Bag Game- Divide the class into two teams. Give each team a paper grocery bag. Have the teams stand in a line. Make sure to have two sets of fruit on sturdy flashcards. It is recommended that you have these laminated for use in various activities and classes. If you are able, use real or plastic fruits to make this activity really come alive. When you call out a fruit in Spanish, the players at the front of the line must race to find the correct image of fruit and put it in the grocery bag. Whoever gets the correct fruit in the bag first scores a point for his or her team. The players then go to the back of the line. Keep playing until each student has had a turn or you have named all of the fruits. After the game is complete, reinforce learning again by pulling each fruit out of the bag and asking the class to say the name of the fruit in Spanish. Be sure to praise the students for their work!

*Alternate Activity: ¿Qué falta?- Divide your class into two teams. Put a big bowl on a desk where everyone can see it. Put all of the fruits in the bowl and explain to them this is *una ensalada de frutas*. Hold up each fruit and say the name in Spanish while having the students repeat after you. Tell the students to look very carefully at all the fruits and memorize them. Send one person from each team out of the room. Tehn, take one of the fruits out of the bowl and hide it. Have the two students come back in to the room. When the students enter the room, say "¡Nos falta una fruta! We are missing a fruit!" The first player to shout the name of the correct fruit in Spanish that is missing scores a point for his or her team. If neither player can remember the fruit which is missing or cannot remember the correct word in Spanish, they can ask their teammates for help. The teammates can only give the word in English, but the players must still answer the question correctly in Spanish. Put that fruit back in the bowl and start the game again with new players. The team with the most points wins the game.

6. Repaso del día- Manzana Caliente/Hot Potato Variation- Have the students gather in a circle on the floor and explain that you are going to play a game of *Manzana Caliente/Hot Apple*. This game is just like Hot Potato, but renamed to encourage the use of fruit vocabulary. Put on Spanish music. Hand a student an apple and have the students start passing it around the circle. When the music stops, whoever is holding the apple has to answer a vocabulary question. For example: What does *fresa* mean? What is the word for market in Spanish? What is the English word for *frutas*? Any student who gets the word wrong will move to sit in the middle of the circle. Keep playing until just two students remain or you have surpassed the 5-7 minutes allotted for the activity.

7. CLOSING Sing the Adiós Amigos song to the tune of 'Frere Jacques' (lyrics below) 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 parent introduction letters, and have the students say "adiós" 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.

Adiós Amigos (Sing to the tune of "Frere Jacques")

Adiós amigos, adiós amigos,

Hasta la vista, hasta la vista

Hasta luego, hasta luego

Chau, chau, chau. Chau, chau, chau

10. Extra activities if there is more time...



- Play Mata La Mosca with vocabulary covered in today's class like: SER conjugations, plural subject pronouns, and fruit. Write the items scattered on the board. Divide the class into two teams. Call one person from each team up to the board and give each player a fly swatter. Have the contestants turn away from the board with their hands behind their backs. Call out a number or letter on the board in Spanish. The first student to swat the correct answer scores a point for his or her team.
- Play Around the World with the flashcards for the SER conjugations, plural subject pronouns, and fruit. Have the students sit at their desks. One student will stand at the first student's desk. Show the two students one of the flashcards. The first student to correctly yell out the corresponding Spanish word wins that round and moves on the next student's desk. Keep playing until one student makes it, "Around the world."

Tips for Success on the first day of Spanish Class

- Please contact your Bilingual Area Manager if you are conducting this class in the spring semester for the fiesta guidelines and information.
- Be sure to read through the curriculum book. For this semester you will be teaching VII-XI of the Advanced II Part II outline. These students completed Advanced II Part I the previous semester. Feel free to look back at those lesson plans on the intranet to see what the students have learned.
- Make yourself familiar with the conversational goal for your students. Be sure to practice verb conjugations, teach grammar, and challenge the students to speak, read, and write in full sentences using the vocabulary they have learned.
- Be sure to have your Student Responsibilities poster ready and review these clearly with your students
- Choose an attention getter and introduce it on the first day and use it throughout the semester
- Choose one of the two reward/consequence systems and be prepared to introduce and put your system into practice (I.e.: poster board with star system or printed off pesos)
- Be sure to Mapquest your school and leave plenty of time to arrive early
- Introduce yourself in the office and formally check in
- Be sure to take attendance and email any discrepancies to your BAM within 24 hours
- Allow any students not on the list to attend your class and write down their names and phone numbers. Give this to your BAM within 24 hours.
- Have extra copies of your newsletter and parent introduction letter prepared
- Make sure you have your BAM's phone number and the number of your schools programmed into your cell phone so that you can call if you get lost on the way to class.