

***Day 1 Lesson Plan Example***

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| **Monday** | **9/9** | **Quarter ends 11/15** |
| **4K** | **Grade 2** | **Grade 5** | **Grade 8** |
| **Unit:** Level 1- Numbers 1-10, Alfabeto | **Unit:** Level 2- Colors, Weather, Seasons | **Unit:** Level VI- pronouns, SER | **Unit:** Amistades, Part 4- SER, nationalities of South America, Geography of South America |
| **Materials:** maraca, number 1-10 written out on board, dry/erase board sets for each student, Alphabet song ready to view, ball or object  | **Materials:** ball, objects of various colors, weather and season vocab pictures, weather mural materials | **Materials:** ball, Pronoun song ready to view, pronoun chart on board with index cards, tape, copies of notes and homework | **Materials:** ball, copies of Student Resource Pages, index cards with country names, partner activity copies, homework copies |
| 1. **Greeting song-**Students stand and add gestures (Teach the song line by line- if song is very long only use first half of song today)
2. **Practice conversation-** “Cómo te llamas?”/ “Me llamo” -Pass the maraca and have all students ask/ answer around the circle
3. **Numbers 1-10**- (Numbers written on the board) Teacher has class repeat numbers 1-10 while pointing to the number on the board. Encourage students to count on their fingers as they repeat.
4. **Numbers March**- Students stand and march in a circle as they count out the numbers 1-10.
5. **Muéstrame-** At tables, students write the number that the teacher says in Spanish on a piece of scrap paper or dry/erase board and shows the teacher
6. **Alfabeto-** Introduce the Alphabet song using YouTube. Point to the letters on the projector or create a poster ahead of time to refer to as the song is sung.
7. **Closing Song-** Students stand and sing the goodbye song. Model the song for the class and teach them the lyrics line by line.
8. **If time: Papa Caliente-** Pass a ball or object to music around the circle. When the music stops, whoever is holding the ball is asked a number in Spanish. Continue as time permits.
 | 1. **Greeting song-**Students stand and add gestures (Review song line by line)
2. **Conversation Ball Toss-** Throw around a ball or safe object to practice the question, “Cómo te llamas?” / “Me llamo”
3. **Colors-** teach colors by showing objects of various colors and having students repeat aloud.
4. **Colorcito Game-** Call out a color in Spanish. Students need to walk and touch something of that color in the classroom.
5. **Weather-** Teach weather vocabulary by showing pictures and using gestures. Have class repeat new words after you.
6. **Weather Song-** teach and sing the weather song to the tune of “London Bridges.”
7. **Seasons-** Teach the seasons vocabulary using pictures and reiterate the weather vocabulary to describe typical weather patterns in each season.
8. **Begin Weather Murals-** Students choose a season and label their paper in Spanish, then draw weather patterns that occur in that chosen season.
9. **Closing Song-** Students stand and sing the goodbye song. Model the song for the class and teach them the lyrics line by line.
10. **If time: Papa Caliente-** Pass a ball or object to music around the circle. When the music stops, whoever is holding the ball is asked to translate a color, weather term or season.
 | 1. **Greeting song-**Students stand and add gestures
2. **Conversation Ball Toss-** Throw around a ball or safe object to practice the question, “Cómo te llamas?” / “Me llamo” & “Cómo estás” / “Estoy”
3. **Pronouns-** Use the “Do, Re, Mi” song to introduce pronouns in Spanish.
4. **Reinforce-** Write the pronoun chart on the board and have the class repeat each. Explain the differences between “tú” and “usted” & “vosotros” and “ustedes”
5. **Chart Race-** On the board, tape up index cards with the Spanish pronouns. Write the English meanings on the board in order of the chart. Elect groups of 2-3 students to place the Spanish index cards next to the English meanings. Use a timer to create more competition.
6. **Notes on the Chart**- Have students copy down the chart from the board onto a piece of paper.
7. **Tarea**- flashcards of pronouns. Have the students use the notes they created to make flashcards for each pronoun. If time, allow them to begin this in class.
8. **Closing Song-** Students stand and sing the goodbye song. Model the song for the class and teach them the lyrics line by line.
 | 1. **Greeting song-**Students stand and add gestures
2. **Conversation Ball Toss-** Throw around a ball or safe object to practice the question, “Cómo te llamas?” / “Me llamo” & “Cómo estás” / “Estoy”
3. **SER and Nationalities of South America-** Pass out the Student Resource Page to all students. Give them a few minutes to fill in as much as they can on their own based on previous knowledge and cognates. Then, review orally together.
4. **Repeat-** Have students repeat the notes after you aloud to practice pronunciation.
5. **Card Pass: De dónde eres?-** Pass out an index card to each student with a country from South America written on it. Write the model question and answer on the board and ask a few student volunteers to answer the question according to the card in their hand.“De dónde eres?” “Soy de…” After a few models, instruct class to stand and ask/answer classmates the same question. After each mini-conversation, students are to SWITCH cards to practice another country.
6. **Map/Geography Clue-** Pass out the Student Resource Page on the South American geography clue. Project or show a map of South America to the class and review how the geography clue can aid in memory. Repeat the clue several times as a class.
7. **If time: Partner Activity-** from book reinforcing “de dónde eres?” and “él/ella es de…”
8. **Tarea**- flashcards on nationalities from book
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| **Entered Grades into Online grading system Friday 9/13 Date of end of grading period: 11/15** |