

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

1. INTRODUCTION Sing the greetings and family songs that they students enjoyed from past classes as they enter the room. If you have maracas or sombreros bring them in to use while singing. Take attendance and review the classroom responsibilities. Tell the students about the parent showcase on the last class. Wait to hand out the invitations until the end of the class. Discuss what activities and songs the class will be presenting to their parents.
2. Review all of the conversational elements that the students have learned throughout the semester by showing them an introduction skit example with puppets. Let the students know they will be able to present their Introductions Page from week five. Review the phrases on the page and make sure everyone has completed the page. Review the response "mucho gusto" as people are introduced and teach "igualmente". Use page 64 of the curriculum guide as a skit conversation the students can practice and perform with each other. For the older students, you could have copies printed or write the phrases on the board. For the younger students you will need to orally show them an example first, and make more fun by using stuffed animals or puppets. Do the Maraca Shake activity with these elements from page 4 of the curriculum guide.
3. Play the numbers Count off game from page 28 of the curriculum guide. You can vary this game by having the students in a circle and have everyone counting one by one until someone forgets a number. See how high the students can count.
4. Play the Price is Right or the Candy Store game from page 35 of the curriculum guide. Teach the money vocabulary like "dinero, centavos, dólares, and ¿Cuánto cuesta?" by drawing pictures on the board and having the students repeat after you. When talking about money, you can bring in currency from different countries and discuss the different types of money countries have. For example, Mexico uses the Peso and Guatemala uses the Quetzal.
5. MERIENDA (Snack and Culture time) Follow the regular snack guidelines and review *Por favor, gracias* and *de nada* with your class. You can use the cultural topic noted on the newsletter and below to discuss with the students. There is also an extensive list of topics on page 72 and 73 of the curriculum guide. Feel free to add your own specific discussion topic. It is encouraged to bring in visuals, play traditional music, and really have fun with this part of the class.
 - 106 million is the number of Spanish speakers in the world. Over 28 million of those people live in the United States. We can refer to Spanish speakers from the Americas in various ways- Hispanics, Hispanos, Latinos. You can also refer to a culture by its country of origin. Example: Mexicanos, Dominicanos, Cubanos, etc.

6. Review the introduction phrases such as buenos días, buenas tardes, and buenas noches with picture flashcards and gestures.
*Activity: For the older students, play the palabra scramble activity listed on page 15. Start with the introduction phrases you just reviewed.
7. Have the students create a Family Mobile together as a class. This activity is described on page 45 of the curriculum guide. Have the students pair up or individually draw and color family member pictures as you create the big bubble that says "Mi Familia". This would be a great class project to showcase at the fiesta.
8. Play the review game Jeopardy from page 65 of the curriculum guide.
9. Recite the entire Spanish alfabeto with the students and see if they can do it on their own. Have the students sing along with the "Alphabet Song" from the CD.
*Activity: Sit in a circle and pass a ball or maraca around. Challenge the students to spell their names in Spanish. For example, if they receive the ball they will need to attempt to spell their name in Spanish. For the younger students, you may need to just have them give the first letter of their name. You could also have a Spell off, which is described on page 60 of the curriculum guide.
*Activity: For the older students, play a game of Hangman from page 10 of the curriculum guide.
10. CLOSING Sing the Adiós Amigos song to the tune of 'Frere Jacques' at the end of class as the students are cleaning and packing up. This song is on page 6 of the curriculum guide. Hand out the newsletters and fiesta invitations, and have the students say good bye to you in Spanish before leaving. Encourage the students to use different goodbyes each week like nos vemos, adiós, hasta luego, and hasta la vista. Make sure each student gets picked up by his or her parent or guardian and safely leaves your classroom.
11. Extra activity if there is more time...
 - Play Papa caliente to review various Spanish vocabulary taught this semester. This is explained on page 57 of the curriculum guide.
 - For the older students, play the Números con Diez Crossword game from page 42 of the curriculum guide. Make this a game by dividing the class into two teams and writing the problems one by one on the board. Whichever team guesses the right answer scores a point!
 - For the younger students, play the Jar-o-Jelly Beans game from page 33 of the curriculum guide.