

Amistades Futuras: Spanish Level One

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Amistades Futuras: Notes and Tips For the Teacher

¡Saludos y Bienvenidos al mundo de Futura! This book has been compiled to provide you with a complete curriculum including a variety of games, activities, songs, practice sheets, and assessments you can use every day in the classroom. The following pages explain how the course itself flows, how the teacher's manual is organized, and what things you may want to consider when setting up your language classroom.

About this course

The Spanish One course, *Amistades Futuras*, is divided five parts, each encompassing a variety of consecutive units. Each unit dives into important vocabulary and grammar concepts with cultural aspects and additions along the way. Use the "Cultural Resources and Ideas" supplement resource to add more culture within each unit and to correspond with cultural holidays during the school year. A perfect time to incorporate culture is after each assessment. When students are finishing a quiz or test at various times, have an article or cultural fact sheet ready for them to pick up and read while they wait for other students to finish the assessment. After all students are finished with the quiz/test, discuss the article with the students aloud. Also, be sure to include personal anecdotes, pictures and realia from your travels and background. Students love to hear real life stories about Spanish-speaking countries.

About this Book

This book is divided into five parts. The order of individual units is outlined at the beginning of each part. Thematic vocabulary (such as "greetings and goodbyes") is laid out together and units build on each other. A variety of suggestions for how to practice, reinforce, and assess student learning are included along with the vocabulary list and the initial teaching suggestions. This means that although the essential scope and sequence has been provided, you will be constantly adding in a variety of reinforcement activities from past lessons. Futura's unique Building Block Method of Learning® means that teachers will not instruct one topic and then move onto something else once that topic is mastered. An approach like that allows for students to perform well on a test only to forget the material afterwards. In contrast, Futura teachers introduce students to new vocabulary and concepts, while constantly reviewing and reinforcing previous material in order to continuously be revisiting and building on what they have already introduced. This creates total conceptual learning.

This book has been designed to include more total learning opportunities for students than you can effectively schedule into a school year which allows you to pick and choose the activities that best suit your teaching style and your students' learning styles. However, there are some key things to keep in mind when choosing what activities, you will use on a given day:

- Are you giving students the opportunity to practice all four language skills: listening, speaking, reading, and writing?
- Are you seeking to reach a diverse group of learners as well as giving all your students new ways to take in and process information by teaching to the multiple intelligences? Students may be kinesthetic, musical/rhythmic, interpersonal and outgoing, intrapersonal and reflective,

visual/spatial, logical/mathematic, linguistic, naturalistic, or any combination of variation of the above. Use of a variety of teaching approaches to best meet your students' needs.

- Are you involving families in your lessons, either through projects that invite them into your classroom or through interactive homework assignments?
- Are you reaching beyond the four walls of your classroom to make real-world connections with Spanish? Consider field trips when possible, guest speakers, and panel discussions. Plus, see the **Going Beyond the Classroom** section in this introduction for more possibilities on how your students can connect their learning to the real world.

As you work with this book in designing your classroom and each individual lesson plan, keep in mind that:

- Creativity and flexibility are invaluable assets in the classroom, but structure is equally important, particularly at the middle school level. If students know how things run, they can put their energy into learning the material instead of constantly relearning the procedure. Aim for flexibility and creativity **within** structure. For example, if students know that they start every class with a few opening questions about the date/weather/etc., that they then move to new vocabulary, then play a game, then work on a special project or cultural aspect, then close with a song or chant they have already learned, you will have a much more productive group than you would if the routine varied every day. The variety and fun for students comes from the multitude of games, projects, and songs you actually use within that structure.
- As your class learns more and more games and songs, it is important to continue reviewing previous material. To maintain their interest in revisiting older lessons, try adding an element of excitement. For example: Keep the titles of all the educational songs on popsicle sticks in a sombrero and draw from the hat during the time slot you have set aside for songs. You may even award the privilege of drawing the song from the sombrero to the student who won a game earlier in the class, which increases the investment for students.

Also, be aware that this book contains a **Materials Appendix**, beginning on p. 22, which contains master forms you can reuse for a variety of games and activities: Bingo/*Lotería* boards, Battleship boards, and more. You should also utilize your Activity Book as a useful reference for reinforcement activities and games.

Going Beyond the Classroom: Service Learning and Personal Connections

A major goal of the *Amsitades Futuras* curriculum is foster a love of the Spanish language in our students and to help them see real-world applications for the language. Therefore, we strongly encourage making Spanish a part of students' lives outside the classroom as well. Here are some examples of service learning that can work throughout the year. Adapt them as necessary for your classroom.

1. Partner with a nearby grade school with a high Spanish-speaking Hispanic population and/or a dual language program. Set up a weekly "Book Buddy" system where your students work with help kindergartners practice their alphabet and beginning Spanish literacy skills. You can make it a real "Book Buddy" program for which your students find or make extremely basic picture books of

numbers, adjectives, family words, or other vocabulary covered in the current unit. Alternatively, you might choose to work with a kindergarten full of native English speakers who are interested in learning a little bit of Spanish. The student mentoring relationship typically has immense rewards for both the little ones and the older ones, so do try to find something that works for your class if you are interested in this type of ongoing project.

2. Organize a panel of Hispanic individuals to be interviewed by your class. Draw from members of local Mexican-American businesses, university groups of international students, high school exchanges, and perhaps even family members of students, if they volunteer. Work with students before the panel presentation to brainstorm appropriate questions together. Students can be graded on questions they develop in advance for the participants and on their participation during the panel discussion.
3. Consider a letter or postcard exchange with an international classroom. Performing a web search and contacting a few school offices or principals can have great results. Alternatively, websites such as www.studentsoftheworld.info often have teachers advertising for letter exchanges (check the penpals, teacher ads, and forum sections).
4. Partner with a Spanish teacher at a nearby high school or a university that has an active student club for Latino students. Organize different events over a nine-week unit, such as class letter-writing in which you, as a class, draft a letter comparing the things you are learning, ask questions of the club members such as what differences they see between themselves and their parents, ask about slang words in their age group, or ask them what they wish they could tell people who are just starting to learn Spanish. Opting for class letter-writing helps eliminate the problem of having not enough partners on one side of the equation, and it also eliminates the potential downfall of certain students not following through with their penpal. Other events you could include are a webcam conference (if the school has the technology), a potluck dinner, or even a combined field trip to a relevant site such as a *mercado* or museum. (You can also invite community members into your class to share specific skills such as flamenco or salsa dancing, tortilla making, etc.)
5. Using the internet, locate a charitable organization with which to work in a Spanish-speaking country and organize a school-wide effort to fund-raise or collect needed items. Encourage students to learn more about the area they are attempting to help.

About the Classroom:

Organizational systems:

Organizational systems are a must for your students. Because the middle school age is often the one at which organizational skills are really emphasized in preparation for high school, your emphasis on helping them establish and maintain organization is very beneficial.

Require all students to have a three-ring binder and a folder specifically for your class. The three-ring binder should have dividers so students can separate vocabulary and resource pages, readings, journals, and worksheets and tests. Many middle schools already require students to have three-ring binders, so if it seems unrealistic to have your students try to fit another one in their overstuffed backpacks, consider either having students leave their binders in a shelf in your classroom and carry current

materials they will need in their Spanish folders, or using a small three-pronged folder with pockets instead of a binder. To help students stay organized, it is often wise to include the completeness and organization of the binders as a test grade once per quarter. Ideally, you should have students keep a running "table of contents" for their binders that you all update as new pages are handed out, and you might consider issuing an official "table of contents" one week before you will collect the binders to check them so that students can be sure they are not missing materials beforehand.

Absences can also be a problem in maintaining organization. One effective way to manage absences is to place the students themselves in charge of getting work from when they miss. If you have space and resources, devote a small file cabinet in a student-accessible place in the room to handouts. Make a few extra copies of anything you hand out and every class put the leftovers in a folder, date it (post-its work well), and put the folder into the cabinet. Not only does this work for students who are absent, but it also helps with students who lose their papers. Alternatively (or, in addition), when a student/ is absent, place a file folder on their desk with their name on a post-it and ask a neighbor to put all handouts in the folder during the class. You might keep the folder for the student's return, or you may send it up to the office if work is being collected and sent home.

Grading:

The Futura classroom has four components which contribute to the grade students will earn: quizzes, tests/projects, homework and participation. Although most veteran teachers will likely already have a strong approach to grading, tips are provided here for beginning teachers and those looking for new approaches. Please note that the goal is always to help students succeed and excel in Spanish class.

- Homework: Homework should be viewed first and foremost as practice. Students shouldn't be afraid to make mistakes on homework, and you should stress to them this philosophy on homework. Generally, it is most effective when given frequently and graded leniently. Most teachers prefer to treat homework as a completion grade with some schools going away from grading homework all together. Check with your principal to be sure you are following the philosophy of your school.
- Quizzes: Quizzes should also be administered frequently, about one every 5-7 school days. There are quizzes included in the middle and/or the end of each unit. Frequent quizzes allow you to be aware of student progress and which concepts need reinforcement, they keep students and parents aware of their progress, and they help ensure that students are keeping up with vocabulary. In addition to the quizzes included in this book, additional and less formal quizzes can be administered within each unit. Ask students to take out a piece of paper and number it one to five or one to ten. Administer the quiz orally by giving the students a Spanish word or English word for each number and having them write the opposite. You can collect and grade the quizzes yourself, students could grade their own papers or students could exchange papers and grade a partner's. **Note: Futura frowns upon the use of surprise assessments or "pop" quizzes. Make sure students are aware that a quiz is coming even if it is informal.**
- Tests/Projects: Assessments worth a large number of points are considered tests. Units covering more material will have tests included at the end. Some also have large projects which

are also counted for a test grade to give students different venues in which to demonstrate their mastery of concepts and skills. Be sure to let students know well in advance when a project will count for a test, and give them the evaluation criteria when the project is assigned so they can plan for success.

- **Participation:** Participation is usually the most subjective component of a student's grade, and the one that students and parents are most likely to feel is potentially unfair. It is important for you to establish a fair system for grading participation that you can clearly explain to students, parents, and administrators. One possibility is to inform your students that simply being present in class earns them the equivalent of a C, and they have control over whether they want to take their grade up or down from there. Making a student contract clearly outlining this information and asking both parents and students to sign it can avoid many future problems. Active participation in class activities is another gradable and concrete aspect of students' participation grades. Make note of participation during partner and small group activities in the classroom. Move around the classroom with a clipboard and class list and make it obvious that you are looking for good participation in Spanish class. Students should be on task and using the target language for the activities at hand.

Another option to keep track of which way students' grades are moving is to create a class seating chart and lay a blank overhead transparency sheet over it. Clip both to a clipboard and carry them around with you during class. When a student is positively participating in class (volunteering to answer questions, enthusiastically participating in activities, positively managing their group during a shared activity, volunteering for tasks, etc.), use a green overhead marker to put a tally mark next to their name. If a student is negatively participating in class (refusing to sing, using put-downs, consistently refusing to answer when called upon, not working, etc.), use a red overhead marker to put a tally next to their name. At the end of each week, assign a participation grade based on the tallies. Students who have no tally marks of either color should receive a C for participation that week. Students whose red tallies outweigh their green tallies should receive D's or F's for the week, while students in the green should receive A's or B's, depending on the relative number of tallies. Once you have recorded the scores, wash off your transparency and use it again the next week.

For those of you who are new to assigning grades to students, the following tips from veteran teachers can be helpful.

- **Return graded quizzes and tests promptly**, ideally 1-2 days after they were given. Students may be able to correct parts of the quizzes and tests, saving you some time and allowing you to give prompt feedback. To grade work in class, have students clear their desks of all materials, including pens and pencils. Distribute markers or highlighters to students. The highlighter and the test should be the only two materials on their desks. Have the students write their names on the bottom of the test so that you can hold them accountable for the job they do correcting. Finally, students can mark correct and incorrect answers, but they should never calculate the grade, which is only between the student and the teacher.

- Allow students to retake the assessments in order to improve their grade.
- Require **parent signatures on any quizzes below a C grade** and on **all tests** so that there are no surprises when quarter grades are issued.
- **Always call or write home if a student is earning less than a C overall.** It is essential to inform parents of lower grades. Be sure to include retake information on the quiz/test that is sent home for a signature so parents are aware how their child can improve the grade.

Standards for World Language Learning

These standards shaped the development of the *Amistades Futuras* curriculum. Learning opportunities in each unit address all of these national standards.

- 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- 1.2 Students understand and interpret spoken and written Spanish on a variety of topics.
- 1.3 Students present information, concepts, and ideas in Spanish to an audience of listeners or readers on a variety of topics.
- 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of Hispanic cultures.
- 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of Hispanic cultures.
- 3.1 Students reinforce and further their knowledge of other disciplines through Spanish.
- 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the Spanish language and its cultures.
- 4.1 Students demonstrate understanding of the nature of language through comparisons between Spanish and English.
- 4.2 Students demonstrate understanding of the concept of culture through comparisons between Hispanic cultures and their own.
- 5.1 Students use Spanish both within and beyond the school setting.
- 5.2 Students show evidence of becoming life-long learners by using Spanish for personal enjoyment and enrichment.

From *Standards for Foreign Language Learning in the 21st Century*, 3rd ed. Lawrence, KS: Allen Press, 2006.

The World Language standards are easily summarized with these five words:

- **COMMUNICATION:** communicate in languages other than English
- **CULTURES:** gain knowledge and understanding of other cultures
- **CONNECTIONS:** connect with other disciplines and acquire information
- **COMPARISONS:** develop insight into the nature of language and culture
- **COMMUNITIES:** participate in multilingual communities at home and around the world

Recommended Supplementary Materials

These materials are mentioned in specific lessons in this curriculum, but all of them have broad applications which can enhance your classroom. Consider adding them to your teaching toolbox.

Activity Materials:

Dry/Erase boards for each student-

- Use "showerboard" from a home improvement store and cut into squares to create a classroom set of dry/erase boards.
- Buy small dry/erase boards from the dollar store.
- Plastic plates also work well as an inexpensive option.

Dice- Many games and activities call for the use of dice. The dollar store is another great resource to purchase class sets of dice.

Maraca or ball to pass for conversation or Q & A

Visuals in the classroom

Posters with Spanish vocabulary or verb conjugation charts

Artwork by Hispanic artists such as: Diego Rivera, Frida Kahlo, Pablo Picasso, Salvador Dalí, etc.

Books

Spanish/English Dictionaries

Spanish or bilingual children's books

Spanish magazines or newspapers

Music

Sing, Laugh, Dance, and Eat Tacos I and II: wonderful collections of fun songs for vocabulary and grammar points

Olé, Olé, Olé: Dr. Jean en Español: simple songs for teaching Spanish

Lírica Infantil III by José Luis Orozco: traditional folkloric music that can be used for teaching in the classroom

Utilize the Smartboard or projector for showing appropriate YouTube song or culture videos. Be sure to preview all videos used in their entirety before using them in the classroom.

Building Rapport in the Middle School

- **Greet and dismiss your students at the door:** Look each child in the eyes, smile and be friendly. Welcome children to your class and tell them to have a great day as they exit.
- **Make students feel special:** Help make each student feel special by interacting with them socially. For example: Comment on a student's folder, backpack, clothing, etc. You can also ask them about their weekends, other classes and school activities and sports. Doing these things shows students you care about them as individuals.
- **Celebrate victories:** Acknowledge student success for academics, athletics, and other social or school related activities. For example: Remember to wish students good luck on games, concerts, etc. Listen to the announcements and read school newsletters to stay current on student activities.
- **Share your life:** Show your personal side to your students by bringing in pictures of your pet, family or travels.
- **Make projects more personal:** Incorporate personal spins on projects whenever possible to learn more about your class. Create "All About Me" posters in Spanish. Learn about students' likes and try to comment on them later. Take notes to keep the material fresh and review the list often to try and connect with each student. Make sure you also complete a poster to share part of yourself with your students.
- **Share positive news:** Use "shout outs" or "wow" postcards acknowledging student improvement and send these home with students. Make positive phone calls and emails home often. Try to contact at least 2 parents per week for positive news and comments.
- **Create special activities/rituals:** Some examples are: "Música miércoles," where you spend a few minutes at the start or end of class introducing the students to a new Latino music video. Or, "Viaje viernes," when the opening or closing of class could be a personal story you tell about your experiences abroad. Students can also share stories from their travels and experiences. Ideas are endless and could be anything to make the class more exciting and special: short stories, reading a chapter from a multicultural novel, Latin dance instruction, favorite games, etc.
- **Ask for student feedback:** Take inventory on students' attitudes towards your class. Informally ask students their favorite parts about Spanish class and things they would change if possible. And/Or, have students answer an informal written survey. This could be incorporated on the back of a homework assignment, quiz or test. Have students answer questions such as, "How do you feel about Spanish class so far?" "What is your favorite/least favorite part of class?" "What are your plans this weekend?" "Is there anything you'd like to tell me about yourself that I may not know?" etc.

- **Create a "Conversation Ball":** Buy a large inflatable ball from the dollar store and write questions in Spanish randomly on it using a permanent marker. Have students throw the ball around answering whichever question is located closest to their right thumb.
- **Incorporate team building activities:** The first 5 minutes of class each week could include a different team building activity. There are endless ideas and examples of team building activities on the internet. Some examples include: "The 60-second Conversation"- pair up students and give each 60-seconds to talk about things they are interested in. "Have you ever..."- students stand in a line and teacher or student volunteers ask questions like, "Have you ever been to California?" Students who have done that take one step forward while those who haven't stay where they are. "Two truths and a lie"- students share three statements about themselves. Two are true and one is false. The class needs to vote/guess which statement is false.
- **Don't be afraid to be silly:** Being silly will intrigue your class and make you more approachable as an instructor. For example: Wear a sombrero, sing a silly song in Spanish, do a little dance and always laugh with your class.
- **"Thank you for listening":** When you have a particularly chatty class, in place of telling the talkers to be quiet, use the phrase, "thank you for listening" as a way to encourage positive behavior. This thanks the students who are quiet and ready to learn while sending the message to the talkers that it is time to quiet down.
- **Attend school events:** Make an appearance outside of the classroom. Even if this is an unpaid activity it will greatly improve your rapport with students as well as staff. For example: Go to a school music concert or a sporting event to show support to your students.
- **Move around the class:** Move around your classroom constantly when actively instructing and also during small group activities. Use proximity whenever possible to correct behavior.
- **Try to connect with all students:** Make a point to start conversations with your quieter students by asking specific questions about their lives and their days.
- **Offer advice:** If you can see a student is having a hard time or if a student is struggling in your class, have a heart to heart conversation. Find a time before or after class or even during a small group activity, to ask the student privately what is going on and try to help.
- **Weekend in one word:** If there is a just a minute or two at the end of class, tell the students to give you just one word that describes their upcoming weekend plans. Go around the room quickly and have students provide just a one-word description. They may say things like, "soccer," "netflix," "friends," etc. Make sure you also provide a word to describe your plans.

The First Days of Middle School Spanish:

The first few days of class set the tone for the entire school year. Building rapport with your students is essential for student achievement and classroom community. Getting to know your students and details about your life is an excellent way to build rapport. Below are ideas to incorporate during the first days of class:

Get-to-know the Teacher Poster: Create a picture collage about yourself. Challenge your students and introduce yourself solely in Spanish using the pictures and hand gestures as clues. Then, review the introduction you gave in Spanish line by line, asking for volunteers to translate the information you provided. Even beginner Spanish students will be amazed at how much Spanish they understood. Congratulate them on their abilities. Display the poster in the classroom for students to see.

Class Bulletin Board: (see handout on page 23) Designate a bulletin board in your classroom or in the hallway (ask the principal or classroom teachers before using a hallway board), to create a "Spanish Class Hall of Fame." Use the handout included in the Materials Appendix and help students fill in their personal information in the form. Connect the hexagon shapes so they are touching and creating a pattern on the bulletin board that resembles a soccer ball. If possible, take students pictures and print them so students can include real photographs on their information sheets. If Spanish names were already chosen, students could also include their Spanish names on their hexagons. Be sure to also create a hexagon for yourself!

All About Me: (see handout page 24) Make copies of the handout for all students, on bigger paper if possible. For lower levels, guide the students as they fill in their posters. This could be an in class or out of class activity depending on Spanish level and age. For students who know how to read well, this would be a great activity to introduce the Spanish/English dictionary to the class and teach them how to use it properly since there are likely words they'd like to use on their project that they do not yet know in Spanish.

Choose Spanish Names: Students love to choose Spanish names for class use. Hand out the name sheets from pages 42-43, and review them orally with the students. Encourage students to pick their top three name choices since names should not be repeated within each class. Then, be creative in the way students choose names. For beginner Spanish students, students could pick numbers from a hat or line up from shortest to tallest. For students with Spanish exposure, review how to ask and answer about person's birthday in Spanish, and have students from a line from youngest to oldest without using English. Be sure to write down students' choices on a class list. Next, students can create name tags to use until you and the other classmates have memorized their Spanish names. Use cardstock and have students write their Spanish name, last name and real name in parenthesis on the name tags. This will help you to learn their real names for grading purposes in addition to their new Spanish names.

Bievenidos a la clase de español: Use the handout on page 25, to get to know your students as well as assess their language level.

Show and Tell in Spanish (or English): For example: Tomorrow bring in your favorite_____ and then give a brief explanation in Spanish in the front of the class or in partners. I.e: An item to represent your favorite hobby, using the phrase "Me gusta" or describe your favorite "toy" to practice adjectives.

"Ice-breakers"/Class Games: Below are numerous games that encourage classroom community. These activities can be conducted in Spanish or English depending on language level.

Cheerleader Chant- This is a clapping chant that involves all students. Use the chalkboard for lower Spanish levels to aid in memory. Provide the class with 2-3 sentence starters such as, "Me llamo...", "Me gusta...", "Soy de...", "No me gusta...", "Yo juego...", "Yo llevo...", etc. End with the phrase, "¿Y, qué tal tú?" Write the starter sentences of your choice and end phrase on the board (or review orally with advanced students). For example,

Me llamo... (clap, clap)
Soy de... (clap, clap)
Me gusta... (clap, clap)
¿Y, qué tal tú?

Encourage students to quickly come up with endings to the chosen phrases in their head. The sentences can vary and be altered depending on what the students have previously been taught or are currently reviewing. Have the whole class clap twice in between each sentence.

Have the class stand in a circle. Begin by completing the 2-3 three phrases aloud. For example, "Me llamo Senorita. (clap, clap) Soy de Wisconsin. (clap, clap) Me gusta la carne. (clap, clap) ¿Y, qué tal tú?" Then, continue around the circle until all students say their phrases while the entire circle claps after each phrase.

For larger classes or limited class time, create two circles on opposite sides of the classroom both completing the same activity at the same time.

Four Corners- Materials: Four large index cards or pieces of printer paper, a marker, tape, vocabulary list for teacher's reference

Label various areas in the classroom with four different signs, such as "Yo soy," "No soy," "Yo tengo," "No tengo." Then call out various characteristics such as "rubio," "alto," "dos hermanas," "pelo negro," etc. Students must move from sign to sign depending on what is true for them.

This would also work for any type of categorizing. Some ideas are labeling the classroom with the four seasons and calling out clothing vocabulary. Or using "me gusta," "no me gusta," "me gusta mucho," "no me gusta mucho," which could correspond with food, sports, animals, etc.

Bolas de Papel (con GUSTAR)- Materials: Notebook paper for all students, current vocabulary list for student and teacher use. Have the students each write their favorite thing from current vocabulary in Spanish on a piece of plain notebook paper. Use the verb *gustar* to direct the students, "¿Cuál _____ te gusta?" Have each student crumple their paper into a ball. Ask the students to stand in a circle together and at once gently throw the paper ball into the middle of the circle. Each student can then pick up a new paper ball and read the new answer. Go around the circle and have the students read it to the class in Spanish. The students can try to guess whose paper ball they picked up. You can also ask each student "¿Y tú te gusta?" and they can respond "Sí me gusta" or "No, no me gusta." This works well for concrete vocabulary such as school subjects, animals, food, sports, etc.

Voy en un Picnic (Memory Game)- This is a memory game in which students have to recall what their classmates said before them. The game starts with one student stating and completing the sentence, "Hola _____, Hola _____, me llamo _____. Voy en un picnic y traigo..." The next student then repeats that phrase and adds on one more vocabulary word. For example, if the first student says, "Voy en un picnic y traigo una manzana," the second student must add on another item afterwards. Perhaps they would state, "Voy en un picnic y traigo una manzana y una hamburguesa." The game gets more and more difficult as the sentence lengthens. This would also work for other vocabulary by altering the starter phrase. For example, for clothing vocabulary it could be, "Voy a Costa Rica y traigo..." For sports or animal vocabulary the phrase, "Me gusta..." could suffice just fine. Whichever starter phrase you choose, consider writing the format on the board for students to reference as they play the game. This is a great way to get students thinking in Spanish and remembering the vocabulary they have learned in the past.

Twenty Questions- Elect a student to come to the front of the room and sit or stand facing the class with his/her back to the board. Write a vocabulary word on the board in Spanish. Have the student ask questions and the class give clues (using as much Spanish as possible depending on their level). For example: if the mystery word is "lápiz," the students could give clues like, "es amarillo," "está en la clase," etc. When the student guesses the word, another student gets to come up and repeat the activity using a new word on the board.

Blobs and Lines- In this icebreaker, students are prompted to either line up in some particular order (by birthday, for example) or gather in small groups, "blobs", based on something they have in common (similar shoes, for example). What's great about this game is that it **helps students quickly discover things they have in common**. It's also ridiculously easy: Students don't have to come up with anything clever, and they can respond to every question without thinking too hard about it. This game keeps students moving and talking, and it builds a sense of belonging and community in your classroom.

Here are some sample prompts you can use for this game:

- Line up in alphabetical order by your first names.
- Line up in alphabetical order by your last names.
- Gather with people who have the same eye color as you.

- Gather with people who get to school in the same way as you (car, bus, walk).
- Line up in order of your birthdays, from January 1 through December 31.
- Line up in order of how many languages you speak.
- Gather into 3 blobs: Those who have LOTS of chores at home, those who have A FEW chores at home, and those who have NO chores at home.
- Gather with people who have the same favorite season as you.

Concentric Circles- This icebreaker has students arrange themselves in an inside circle and an outside circle, the inside facing out, forming pairs. Pairs discuss their answers to a getting-to-know-you question, then rotate for the next question, forming a new partnership. This game gives students the chance to have **lots of one-on-one conversations** with many of their classmates and helps them quickly feel more at home in your class.

The possibilities for questions in this kind of configuration are endless; be sure to use more open-ended questions that can get students talking, rather than those that simply ask for a yes or no answer. Here are some sample questions:

- Do you play any sports? If so, which ones?
- Do you consider yourself shy or outgoing? Why?
- What was the last movie you saw? Did you like it?
- Describe your perfect dinner.
- What would you do with a million dollars?
- What is one thing you're good at?

This or That- This icebreaker has students informally debate on light topics such as "Which animal makes a better pet...dog or cat?" Students have to choose a position, then physically move to the side of the room that most closely represents their opinion—one side means dogs, the other side means cats—and then talk about why they chose that spot. This game has always been a HUGE hit with any group I've ever taught: It builds student confidence with talking in front of their peers, it **helps students quickly find kindred spirits**, and it's also just a lot of fun.

Sample questions for This or That:

- Would you rather live in the country or the city?
- Should all students be required to learn a second language?
- Which is worse: bad breath or body odor?
- Would you rather be indoors or outdoors?
- Which is better: Playing sports or watching sports?
- Would you rather travel every single day or never leave home?

Class Flags- Flags are fun and usually have a symbolic meaning. In this icebreaker activity, students make a group flag and present it to the class. Allow at least **20 minutes** for completion of the flags.

1. Being by providing the supplies required. You can use plain white paper or colored construction paper for flags. Also provide glue, scissors and markers.
2. Divide the student into groups of 3-4 students. Do not let students choose their groups this time. The class should be well mixed and not working with just their close friends.
3. Explain to your group of middle schoolers that they are to make a flag depicting their personalities. If your group is one needing detailed instructions, tell them to divide the flag into four sections and have one section that represents each person in the group.
4. When they are complete, have the groups present the flags to the class explaining the meaning of the pictures, colors and symbols they used.
5. Display the flags around the classroom to remind the students of the classroom community.

Tall Story Icebreaker- Another fun, story-telling icebreaker, this one begins with the leader starting a story with a sentence that ends in "suddenly." Each student takes a turn adding a sentence that also ends in "suddenly." It is fun to record the story and play it back after all the students have added their sentences. This story-telling icebreaker is quick, easy, and can be used with any size group.

"Do Now" Activity and Explanation

Having an activity for students to complete upon entering the classroom is an excellent way to get students engaged in Spanish class immediately. There are several ways in which to conduct this activity with your students.

If you have your own classroom: Use board space/Smart Board/projector to have review questions from the previous class period already created and waiting for students when they enter the classroom. Students could use a piece of scrap paper you have out for them or write answers in a notebook. Review the answers together as a class once all students have entered the classroom and are complete. This is a great time to catch up with absent students, hand back papers, check homework, etc.

If you move from classroom to classroom: Provide questions orally upon entering the classroom. Students can use scrap paper or notebooks to record their answers like above. Review answers together before moving on to new concepts. Or, have questions already prepared and copied for students to complete individually while you check homework, etc.

After Completion: There are a variety of ways to proceed after students are done with their "Do Now" Activity. Some days students could review answers with a partner and help them make corrections if needed. Other days, students could write answers on the board so the class can check for accuracy. Or, volunteers could answer the questions orally. Mix up the follow up activities to keep students engaged. Once in a while, collect the "Do Now" Activities from all students and use them as a participation grade. By making this a random occurrence, students are more likely to stay on task and do their best with this activity.

Sample "Do Now" Activities: (using "Family" as a model)

- **Short Answer Questions: (5-10 questions)**

1. La mamá de mi mamá es mi _____.
2. El hermano de mi padre es mi _____.
3. La hija de mi tía es mi _____.
4. El nieto de mi abuelo es mi _____.
5. El esposo de mi tía es mi _____.

- **Open-ended questions:**

*Describe your family relationships using five or more sentences.

- **Questions/Answers: (3-5 questions)**

1. ¿Cómo se llama tu tía?
2. ¿Cómo es tu madre?
3. ¿Cuántos años tiene tu hermano/a?

- **Translations: (5-8 sentences)**

Mi familia es muy grande. Yo tengo cinco hermanos y seis primas. (Spanish to English if material is new)

My dad is forty-three years old and my mom is tall. (English to Spanish if material is review)

Class Flow Lesson Plan- Sample

Use this class flow as a guide when lesson planning for middle school Spanish.

1. Welcome to class by teacher
2. Lively introduction activity/ Review of previous material
3. Introduction to new lesson
4. Group activity to reinforce new material / Conversation practice
5. Intro to new grammar concept
6. Pair activity to reinforce new material / Conversation practice
7. Cultural lesson
8. Recap and assignment of homework
9. Ritual Goodbye activity
10. As time permits

Sample: Introduction to the verb "IR"—DAY ONE for 8th grade

I. Welcome to class by teacher

1. Greet class with, "Buenos días" or "Buenas tardes" and make them respond accordingly.
2. Ask whole class and individual students a few questions in Spanish:
 - a. ¿Cómo están? / ¿Cómo estás?
 - b. ¿Qué tiempo hace hoy?
 - c. ¿Cuántos años tienes?

II. Lively introduction activity/ Review of previous material

1. Sing the pronoun song using YouTube video. <https://www.youtube.com/watch?v=2uOIhdYAOTY>
2. Review the pronoun chart and meanings using the chalkboard or student resource pages.

III. Introduction to new lesson

1. Start the instruction of IR by playing a rap(s) of IR.
<http://www.schooltube.com/video/58faff435ee942fa8261/ir%20Rap>
<https://www.youtube.com/watch?v=YfrFz1AR1Is>
2. After listening to the raps, have the class guess what you are going to learn today. Then explain IR using full sentences for context. "Yo voy a la escuela." "Tú vas a la escuela." etc.
3. Hand out Student Resource Page on IR.
4. Along with your class, complete the IR chart on the board and have the students fill in their charts in their notes as you go along.

IV. Group activity to reinforce new material / Conversation practice

1. Card pass activity- Make pronoun cards using set of index cards with a random pronoun listed on each.
2. Pass out a pronoun card to each student. Begin as a whole class and call on individuals to answer a question like, "¿Quién va a la escuela?" Write the question on the board next to the forms of IR. Students can then look at the IR forms on the board or their notes to answer according to their card. "Nosotros vamos a la escuela." Or "Tú vas a la escuela" etc.
3. After they get the hang of the format, have students stand and have mini-conversations with each other using the same question and answer format. After each mini-conversation, have the students switch cards

with their current partner and go to another available student to practice with the new pronoun card they just received.

4. Continue for a few minutes so students can chat with most students in the class.

V. Intro to new grammar concept

1. Introduce the structure of Ir a + _____. Continuing with a word they recognize, like "escuela," dissect the sentence structure from the above activity.
2. Ask the students what "a" means in the sentence and discuss its importance. Just like in English, the sentence would not make much sense without it. "I go the school," sounds quite incorrect. Thus, the importance of "to."
3. Try out various sentences with the students using feminine nouns first, like: la escuela, la playa, la plaza, la fiesta. Make note of the format "IR + a + la _____" for feminine nouns.
4. Then, move onto blending of "a+el= al" for masculine nouns.
5. Show the model using a noun like, "el parque" Write a sentence on the board such as, "Yo voy a el parque."
6. Demonstrate that when this sentence is said quickly, the "a" and the "el" sound blended, thus creating a new word, "al."
7. Give the class a few sentences as a class to practice using masculine terms like: el parque, el restaurante, el café, el museo.

VI. Pair activity to reinforce new material / Conversation practice

1. Utilize the Partner Activity included with this unit.
 - a. Assign partners and provide a die and activity sheet to each pair.
 - b. Circle the classroom to help answer questions and make sure students are on task.
2. After most groups are finished, ask for a few volunteers to read a sentence from their sheet.

VII. Cultural lesson

- Discuss schooling in Mexico comparing it to the education system in the United States.
- **Mexico-**
 - Schooling is often separated into two sessions- morning and afternoon with two separate sets of teachers and principals. (8am to noon/2pm-6pm)
 - Students usually wear uniforms.
 - High school is optional for students
 - Schooling is free until grade 6, then teachers have to pay for textbooks.
- Ask class and especially heritage speakers about their knowledge of schooling in Spanish-speaking countries.

VIII. Recap and assignment of homework

1. Reinforce today's lesson by assigning Práctica I.
2. Read the directions with students for each section on the tarea.
3. Complete a few questions together if time permits.

IX. Ritual Goodbye activity

1. Have students write down the Spanish assignment and due date in their assignment notebook.
2. Sing one of their favorite goodbye songs as students pack up their materials:
 - <https://www.youtube.com/watch?v=JbyyLV4twFc>
 - <https://www.youtube.com/watch?v=ZVpwwUqs-zo>
 - <https://www.youtube.com/watch?v=A1HFyVEkapE>

X. As time permits

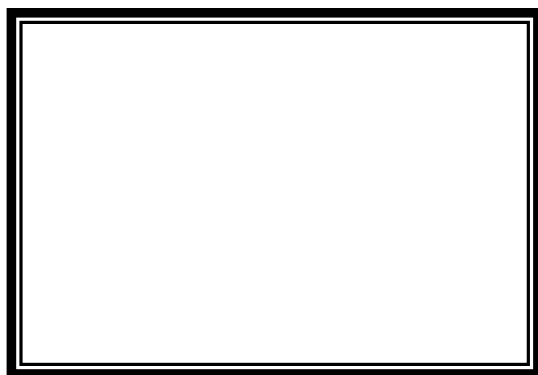
- Sing the IR rap or pronoun song again

Materials Appendix:

- Spanish Class Hall of Fame, p. 23
- All About Me Poster, p. 24
- Bienvenidos a la clase de español (assessing language level), p. 25
- Verb Conjugation Practice Sheet, p. 26
- La Batalla Marina (Verb Battleship), p. 27
- Connect Four, p. 28
- Gusano Game Board, p. 29
- Scrabble, p. 30
- Mi Mochila (Vocabulary Battleship), p. 31
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- Jeopardy, p. 35
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Spanish Class Hall of Fame

Directions: With your teacher's help, fill in the sentences below. Then, he/she will either take your picture for the top square or instruct you to draw a self-portrait. Finally, cut out the hexagon shape and attach it to the bulletin board connecting it to the other hexagons around it lining up the sides.



Me llamo _____.

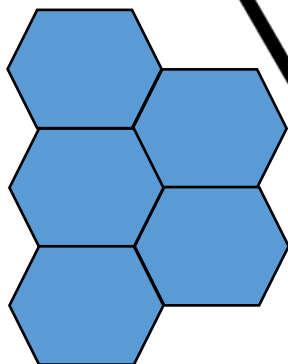
Yo tengo _____ años.

Mi cumpleaños es el _____ de _____.

Me gusta _____.

No me gusta _____.

Mi pasatiempo favorito es:



★ ¡LEE TODO SOBRE MÍ! ★



Por:



¡Estoy aquí!



¡Sólo los hechos!

Tengo ____ años y estoy en el ____ grado

Mi cumpleaños es el ____

Vivo en ____

Los miembros de mi familia son:

Ayudo a otros cuando:



Algunas de mis cosas favoritas son:



Color

Animal

Libro

Comida



Quando sea adulto...

Tres cosas: Yo soy...



Bienvenidos a la clase de español

Welcome to Spanish class. I am excited to get to know you and teach you Spanish this year! In this activity you will answer the questions in Spanish to the best of your ability. Please don't worry if you don't know the answers as this will not be graded. It is a tool to help me get to know you and see what Spanish you already know.

1. ¡Hola! Yo me llamo Señora(Señor/ita)_____. ¿Cómo te llamas?

2. Yo soy de Wisconsin. (I am from Wisconsin.) ¿De dónde eres? (Where are you from?)

3. Mi color favorito es _____. ¿Cuál es tu color favorito?

4. Mi estación favorita es _____. ¿Cuál es tu estación favorita? (la primavera, el verano, el otoño, el invierno)

5. Me gusta _____. (I like to _____.) ¿Qué te gusta hacer? (What do you like to do?)

Instructions: Please answer the following questions. You may write in English.

What are two good reasons why it is important to learn Spanish?

What would you like to learn in Spanish class before summer vacation this year?

¡Extra! See if you can translate the following sentences. Feel free to look over any of your past notes or Spanish materials for help.

Necesito un lápiz. _____

Tengo hambre. _____

¿Dónde está el baño? _____

Voy a hacer la tarea. _____

Verb Conjugation Practice Sheet

Nombre: _____

Choose verbs from your current list. Define and conjugate them below.

verbo: _____ = to _____

yo		nosotros nosotras	
tú		vosotros vosotras	
él ella usted		ellos ellas ustedes	

verbo: _____ = to _____

yo		nosotros nosotras	
tú		vosotros vosotras	
él ella usted		ellos ellas ustedes	

verbo: _____ = to _____

yo		nosotros nosotras	
tú		vosotros vosotras	
él ella usted		ellos ellas ustedes	

verbo: _____ = to _____

yo		nosotros nosotras	
tú		vosotros vosotras	
él ella usted		ellos ellas ustedes	

verbo: _____ = to _____

yo		nosotros nosotras	
tú		vosotros vosotras	
él ella usted		ellos ellas ustedes	

La Batalla Marina-

2

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1

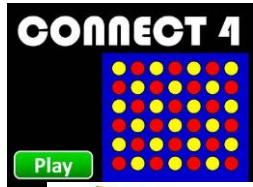
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Verbos →	1.	2.	3.	4.	5.	6.
yo						
tú						
él/ ella/ usted						
nosotros						
vosotros						
ellos/ ellas/ ustedes						

Impacto – HIT

Falla (Fa-ya) – MISS

Se hundió mi barco! – You've sunk my ship



SCRABBLE

10	1	1	1	1	5	2	10	1	2	1	5	1	1	2	5	1	2	1	1	10
1	9	1	1	2	1	4	1	1	1	4	1	1	1	4	1	2	1	1	9	1
1	1	8	1	5	1	1	3	1	3	1	1	3	1	1	3	1	1	8	1	1
5	1	1	7	1	1	1	1	1	2	1	1	1	3	1	1	1	7	1	1	5
1	3	1	1	1	6	1	1	4	1	1	1	4	1	1	1	6	1	1	1	1
2	1	1	1	2	1	5	1	1	3	1	1	1	2	1	5	1	1	2	1	1
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1	1	1	1	1	2	1	1	3	1	1	1	1	3	1	1	2	1	2	1	1
10	1	1	1	2	5	1	1	1	2	*	2	1	1	1	1	1	1	1	1	10
1	9	1	1	4	1	3	1	2	1	2	1	1	3	1	2	1	1	2	9	1
1	1	8	2	1	1	1	2	1	2	1	1	2	1	1	1	1	1	1	1	2
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2	1	1	1	3	1	5	1	1	1	2	1	1	1	1	5	1	1	1	1	1
1	1	2	1	2	6	1	4	1	2	1	1	1	1	4	1	6	1	1	2	1
1	1	1	7	1	1	1	1	3	1	1	2	1	3	1	1	1	7	1	1	2
2	1	8	1	2	1	2	1	1	2	1	1	2	1	3	1	1	1	8	1	1
10	1	1	2	1	1	1	3	1	1	1	1	1	1	1	1	4	1	1	2	10

Mi Mochila -Juego de Vocabulario

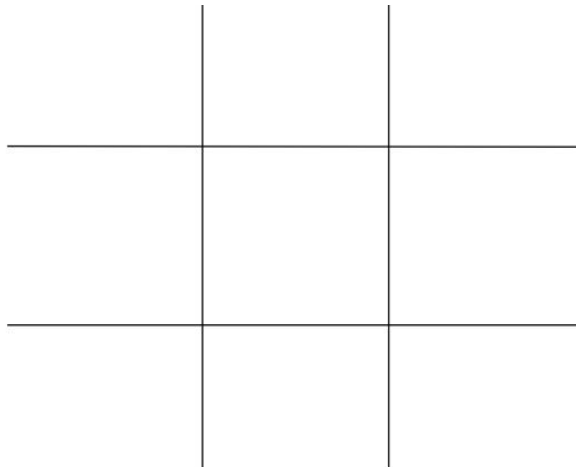
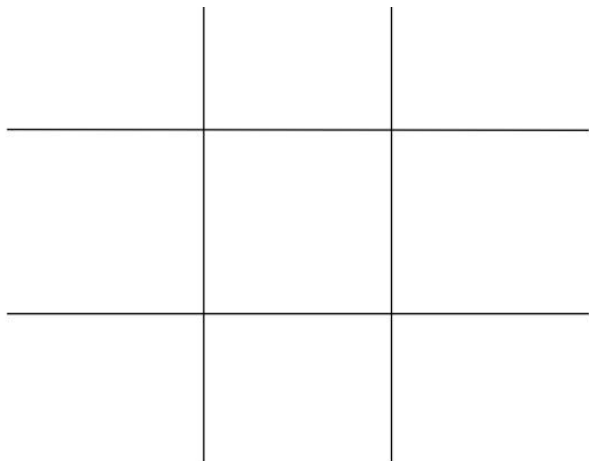
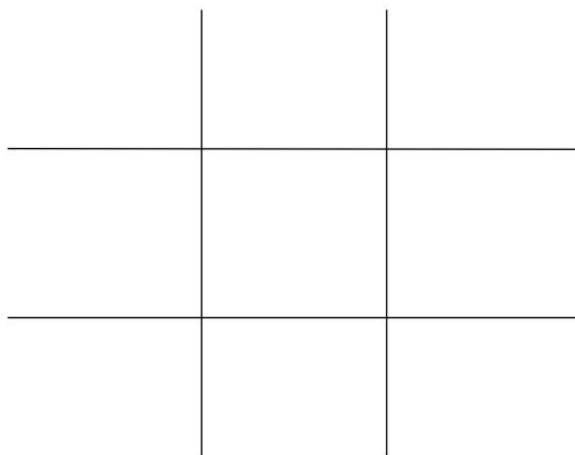
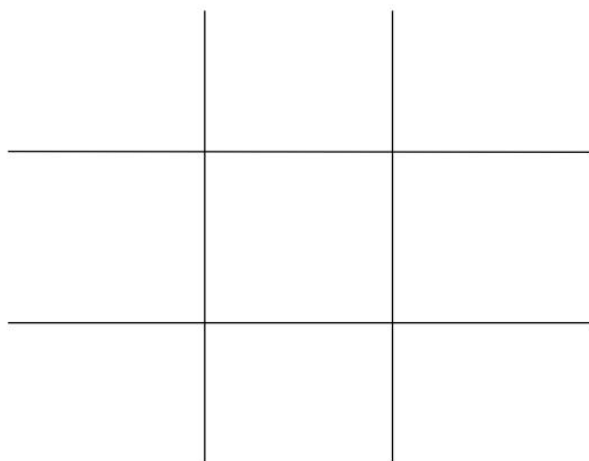
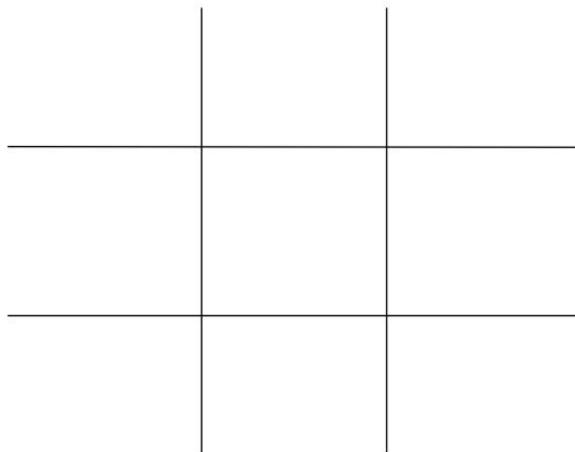
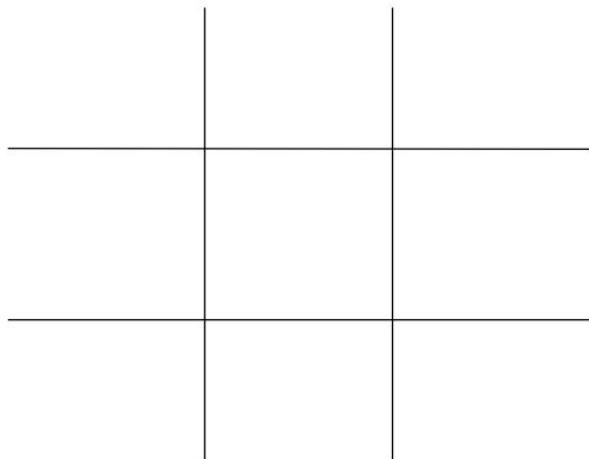
Question: _____

Answer: _____



Tic-Tac-Toe

Los jugadores: _____





Lotería



Nombre: _____

Scattegories

Letra ↓					

Jeopardía

<u>Categorías</u> →					
<u>Puntos</u> ↓					

Nombre: _____

¡Vamos a jugar juegos!

Buena suerte. = Good luck.

Te toca a ti. = It is your turn.

Me toca a mí. = It is my turn.

¿A quién le toca? = Whose turn is it?

¿Qué número quieres? = What number do you want?

Lee número ... por favor. = Read number..., please.

Es correcto. = It is correct.

No es correcto. = It is not correct.

¡Eso es! = That's it!

Tienes razón. = You are right.

No tienes razón. = You are wrong.

No sé la respuesta. = I don't know the answer.

Tira el dado. = Roll the dice.

Vuelve a empezar. = Go back to the beginning.

Pierdes un turno. = You lose a turn.

¡Chispa! ¡Caracoles! = Oh, goodness!

¡Tramposo(a)! = Cheater!

¡Gané! = I won!

¡Felicidades! ¡Felicitaciones! = Congratulations!

X		X
	O	X
O	X	O

