



Introduction to “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=2uOlhdYAOTY>
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/lr%20Rap>
<https://www.youtube.com/watch?v=YfrFz1AR1Ls>
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.

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.

IX. Recap and assignment of homework

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

X. 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>

XI. As time permits

- Sing the IR rap or pronoun song again