



ACTIVITIES FOR SUCCESSFUL SPANISH CLASSES



Se habla español

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Summary of Templates and Handouts

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- Battleship- Vocab (Mochila)
- Bingo/Lotería
- Bookmark- Frases útiles
- ¡Caramba! Card Game
- Children's Book
- Comecocos
- Connect Four
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- Gusano Board Game
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- Gusano Board Game
- Jeopardía
- Lotería/Bingo
- Memory
- Mnemonic Devices- Geography
- Scattegories
- Scrabble
- Tic-Tac-Toe for Conversation
- Tic-Tac-Toe for Verbs/Vocab
- Tómalo Flashcard Race
- Vamos a Jugar Juegos
- Wheel of Fortune
- ¡ZAP! Review Game

Partner Activities

Battleship- Verbs (15-25 minutes) TEMPLATE, p. 26

Materials- Copies of the battleship board for each student, List of 6 verbs for Verb Battleship

Pass out the Battleship board to all students. Write a numbered list of 6 verbs you'd like the class to practice and conjugate to create their board. Ensure that the students write those same 6 verbs in the same order going across their board in the numbered boxes. Next, have the class conjugate those verbs individually to create the game board. It may be helpful to have up the corresponding verb endings on the board for their reference.

After all students have a complete game board, students need to pair up and move desks head to head (if possible) and create a barrier using a book or binder so their papers remain covered at all times. At this point, students need to encircle or highlight some of the conjugations they just completed to draw in their "ships" of "2 ships of 2 squares" and "1 ship of 3 squares" on their board. Using the vocabulary listed on the bottom in Spanish, students then go back and forth trying to find each other's "ships" by calling out the conjugations. For example: a student may say, "yo miro," to indicate the square corresponding with mirar and yo. If the other student has part of their ship in that square, they would respond accordingly in Spanish with "hit" or "miss."

The students need to keep track of their hits using one type of mark, like an "X" over the square, and their misses using another, like a small dot. The game goes back and forth until one student locates all of the others boxed off forms or "ships." If cases of odd numbered classes, this game works just fine with a group of 3. Have Student A only try to find the ships of Student B, Student B only try to find ships of Student C, and Student C only try to find ships of Student A.

Battleship- Vocab (Mochila)- (15-25 minutes) TEMPLATE, p. 27

Materials- Current vocabulary list for each student with at least 20 terms, copies of the Mochila template for all students

This is essentially the same concept as Verb Battleship using vocabulary instead of verb forms. Have the class take out their current vocabulary list. The list will need to have 20-30 words for this to be effective. Create a sentence format on the top of the game board for students to follow as they ask and answer in Spanish. For example: "Tienes _____?" / "Sí, yo tengo _____" or "NO tengo _____." This would work great for concrete objects like clothing. Pair up your students and have them place their desks head to head if possible using a book or binder as a barrier. Their papers must stay covered for this game to be effective.

Have students draw a set number of items from their lists inside their mochila. Five to 8 items work great depending on how much time you have to play the game. The more items they draw the longer the game will take. (If students do not like or want to draw, they can simply write the words they choose inside the mochila in English.) Once the mochilas are set up with items, student pairs go back and forth using the Spanish format on the page to ask each other what is inside the other's mochila.

Students need to reference their vocabulary list and are encouraged to make a tiny mark next to the words they already asked about so they don't waste time repeating them. The student who guesses all of the other's items in the mochila first, is the winner. If cases of odd numbered classes, this game works just fine with a group of 3. Have Student A only try to find the items of Student B, Student B only try to find items of Student C, and Student C only try to find items of Student A.

Connect Four- (10-20 minutes) TEMPLATE, p. 28

Materials: Premade game board copies with current vocabulary written in each square. 1 for each pair. 12 Ziplocs holding game pieces of two colors. About 20 of each color (small colored paper squares work well.)

Students work in pairs to play the traditional game of Connect Four, working from the bottom to get 4 in a row, using a Spanish game board. Students need to say the words in Spanish or English (the opposite of whichever language is written on the game board) in order to lay down their game piece. If they do not know the word, they need to go elsewhere. If they get a word wrong, they lose their turn.

This can also be used to practice whole sentences by writing a model sentence at the top of the game board. This game is also effective with verbs and pronouns to practice conjugation. If the students have had these words or verbs for a few classes, create a more challenging game by writing the words in English and having the class produce the Spanish. You can also determine if students are allowed to use their notes to play the game based on their familiarity.

Cuerpo Sketch- (10-15 minutes)

Materials: Blank paper for all students, body part vocabulary lists for student reference

Variation 1- Pair up students and set up a gimmick that one of the partners is a witness to a robbery while the other is the sketch artist. Have the witness describe the robber to the sketch artist however s/he wants in Spanish. The sketch artist needs to do his/her best to draw what is described. For example, "Es gordo. Tiene tres ojos. NO tiene nariz," etc. Then, the students switch roles.

Variation 2- Complete the activity like above without a gimmick where students are simply dictating a goofy creature or alien to a partner.

Variation 3- Create groups of 3, having two students draw the character while a third student dictates. Instruct students to keep their drawings secret until the end. Have the two drawers compare their work.

Memory- (10-15 minutes) TEMPLATE, p. 29

Materials: Premade card sets using the template with each vocabulary word in the pile twice using with 20-25 vocabulary words, one set per pair. Use darker colored paper so students cannot see through the cards.

Create vocabulary card sets in English or in Spanish or with picture clues on ONE side. If the material is rather new, write the words in Spanish and have the students produce the English when they flip over the cards, or, allow students to use their notes. If material is review, write the words in English and/or do not allow notes.

Give one card set to each pair of students. Have the students lay out the cards in an orderly fashion face down on the desk creating a square or rectangular shape. Now, the students will take turns flipping over two cards looking for matches. They MUST say the word in the target language when they flip a card every time. If they do not know a term, have them reference their notes. If they make a match, they get to keep the cards and go again. If they do not make a match, they must flip the cards back over in the same location and try to remember where they are for future turns. The game is over when all of the matches are found. The person with the most matches is the winner.

There could be a consequence if they have to check their notes depending on how long they have been working with the vocabulary at hand. One idea would be they lose their turn and cannot take the cards even if they make a match. Use your judgement based on the level of your students and their familiarity with the terms.

*The same set of cards can be used to play GO FISH and CARAMBA (if four Caramba cards are added to each set).

Tic-Tac-Toe for Vocab/Verbs- (5-10 minutes) TEMPLATE, p. 32

Materials: Premade copies of game boards with current vocabulary written in each square. 1 for each pair.

Students are paired up and play Tic-Tac-Toe using Spanish words and oral practice. In order to play an X or O, the students must say the word or phrase correctly. If they are incorrect or do not know, they lose their turn. This can be done both English to Spanish and vice versa depending on the students' familiarity to the material.

If the material is fairly new, create the game by writing the words in Spanish and having the class say the terms in English to win the X or O. If the students have had these words or verbs for a few classes, create a more challenging game by writing the words in English and having the class produce the Spanish.

You can also determine if students are allowed to use their notes to play the game based on their familiarity. This can be used for phrases as well by writing a model sentence at the top of the game board. This game can also be used with verbs and pronouns to practice conjugation. Students could also write the answer in each square if the teachers wants them to also practice written as well as verbal review. The addition of the written portion would be most helpful when practicing verb conjugation with this game.

Small Group Activities

¡Caramba! Card game - (10-20 minutes) TEMPLATES, p.29-30

Materials- double sets of flashcards with only one language listed copied on darker colored paper (this works best with 20-25 vocab words, each in the stack two times). Also include 4 cards of the same size and color with the word, "caramba" written on them. Use the template provided. Keep the cards blank on the other side. One double set of cards per 3-4 students will be needed.

Create groups of 3-4 students. Give a pile of cards to each group. Mix all of the cards in the set making a card "lago" in the center of the table. Students need to take turns choosing a card and saying the opposite language listed. If the student says it correctly, s/he keeps the card. If the student is incorrect, the group can help her/him learn it, but the card needs to be returned to the "lago" and mixed up a tad. Students keep going around the circle and collecting as many cards as possible until one of the "caramba" cards is chosen. Whoever chooses that card needs to put ALL of their cards back into the lago and mix it up. Whichever student has the MOST cards in their piles when the teacher says the game is over is the winner.

*If you remove the four Caramba cards, there are pairs of vocabulary cards and students can play either Memory or Go Fish with the same deck.

Conjugation Dice game- (5-15 minutes)

Materials: two dice of different colors for each group of 3-4 students, chalkboard space or copies of verb/pronouns that the numbers on the dice will correspond with, for each group.

Create a list of subjects for the first die color. For example: RED- 1. yo, 2. Pablo y Ana, 3. nosotros, 4. Sr. Aguilár, 5. Pilar, 6. tú. For the second die color, write an *-ar*, *-er*, or *-ir* verb (or all of one type of verb if reviewing a certain type) for each number, 1-6: GREEN- 1. vivir, 2. charlar, 3. necesitar, 4. beber, 5. subir, 6. mirar. This can be done on the board or on a handout for each group to reference.

In groups of 3 or 4, students will roll the two dice and look at the chalkboard/handout that will indicate the sentence they need to say to their group. If s/he rolls a 1-RED, (or the first color die) and a 2-GREEN (or the second color die), then s/he must name the **yo** form of the verb **charlar**. If s/he is correct, s/he gains the total number of points shown on the dice (making this part skill, part luck). Make sure to review pronouns and conjugations before starting this game.

Variation 1: When starting, you may choose to use only one verb and one die. Write the infinitive form of one verb you are using on the board in the front of the room (e.g., charlar), and write and number your subjects one to six as described above. Students will roll the single die and conjugate *charlar* for the subject whose number they roll.

Variation 2: Rather than just tallying points, you may use an old Candyland-type board or the Gusano board game template in this booklet and let students move the number of spaces shown on the dice.

Optional Expansion: This game works best with student experts serving as judges for each team of 3-4 people. To choose judges, give a mini-quiz of 10 questions before starting the game. The quiz should consist of phrases to be translated and use the verbs in question, such as "we visit," "I wait," and "you hug." After all questions have been given, have students swap papers and score the quiz. Offer any students who earned 100% the chance to serve as a team judge; be sure to offer them an incentive to doing so, such as a special privilege, or a small prize. The student experts will not play the game. Their job is to judge their classmates' answers and keep score.

Dominoes- (15-20 minutes) TEMPLATE, p. 31

Materials: Sets of paper dominoes with 10-15 current vocabulary words written in both English and Spanish, one set/3 students. Use a darker colored paper or cardstock so that the students cannot see through the dominoes.

Print 5-7 copies of the template provided and fill in the sides of the dominoes randomly making sure to use both the Spanish and the English of each of the vocabulary words you include multiple times. Make copies on colored paper or cardstock for each of the groups. Cut out the dominoes so that there are enough sets for groups of 3 students.

Pass out a set of cards to each group. Instruct the group to place all the dominoes face down and mix them up. Then, have each student choose 5 cards from the pile. Have a student flip another card from the pile as a starter card. Students should then take turns trying to line up the English to the Spanish of the vocabulary on the cards. If they do not have a domino to play when it is their turn, they choose a card from the pile. The student who gets rid of all of their dominoes first is the winner.

Go Fish- (10-20 minutes) TEMPLATE, p. 29

Materials: Premade card sets on darker colored paper using the template with each vocabulary word in the pile twice using with 20-25 vocabulary words, one set per 3-4 students; board space.

Put the class into groups of 3 to 4 students. Give each group a card set. Have each group mix up their cards and make a "lago" on the table, then choose 5 cards each. If they have any matches, have them lay them down on the table and choose more cards until they have 5 different cards to start with.

Create a format on the board for the students to follow, such as, "Tienes _____?" "Sí, tengo _____" OR "No, no tengo _____. Pesca." Encourage the class to ask and answer each other in Spanish using those formats with the words they are trying to match.

Students are trying to find matches for the cards in their hands by taking turns and asking each other if they have the match. If the student they ask DOES have the match, s/he must give it to the asker to lay down on the table. If s/he makes a match, they can go again. If the students asked DOES NOT have the card asked for, s/he will tell the asker to "PESCA," and choose a card from the "lago." This continues until one student gets rid of all their cards. Whoever has the most matches wins!

*The same card sets also work for MEMORY and CARAMBA (if you add 4 Caramba cards to each set).

Gusano Board Game- (10-20 minutes) TEMPLATE, p. 33

Materials: Premade game board, 8-10 dice, small pieces of paper for markers of various colors to use as place markers (about 30)

Students work in groups of 2-4 needing one game board, one die and different colored markers for the players in each group. The board game is premade by the teacher with various current vocabulary words in each space or verbs with pronouns to conjugate in each space. Students need to roll the die and move through the game board. Students take turns rolling the die and saying the word or phrase in the target language correctly where they land to move their marker. If they do not know the term or phrase or get it wrong, they move back to where they were previously on the game board.

There are several variations and levels of difficulty for this game. Monitor your students and set them up for success. If the material you are presenting is relatively new, have students use their notes the first time playing this game and make sure they know the vocabulary before building on and making the game more challenging. If this is a review after several classes of practice or before an assessment, perhaps no notes are allowed and full sentences are required, etc. Use your judgement.

Here are some examples: spaces could have various vocabulary words like, "blond" and a student would need to say, "rubio" to move their marker. For verb conjugation, a space may read, "cantar/yo" or "I read" and a student would need to say, "yo canto" to move their marker.

If teaching more complicated verb structures, this game can be adapted to add more material and encourage students to practice saying full sentences. Any model sentence could be written on the game board or on the chalk board to aid in helping the students use full sentences in their answers. For example, if reviewing numbers and placing various numbers in each of the spaces, perhaps the model sentence is "Yo tengo ____ años," and students need to use that phrase and fill in the blank depending on which square they land on to move their marker. This idea can be added to any topic, using model phrases, like, "me gusta..." or "Soy..." or "Estoy...", etc.

To make this game even more challenging, the board could also be created placing pronouns in addition to the vocabulary words in the spaces on the game board. For example, in reviewing the verb IR, a space may read, "library, ella" A student would then need to create a sentence using the verb forms to move their marker, and say, "Ella va a la biblioteca." Have the target verb forms on the board will help students be successful with this model.

Pictionary (5-15 minutes)

Materials: Dry/Erase boards- one/group OR chalkboard space, current vocabulary lists for all students

Variation 1- (Small Group Activity) Divide the class into groups of 2-4 students. Hand out one dry/erase board set to each group. Have the group take turns choosing a term from the current vocabulary list and drawing picture clues for the rest of the group. The student drawing can choose any word from the current vocabulary list to draw. Whichever student guesses the vocabulary word and says it in Spanish gets to draw the next round. Continue as time permits.

Variation 2-(Whole Class Activity) Use the chalkboard and have one student come up to draw a current vocabulary word on the board. Teacher could point to a word on the list for the student to draw or the student could choose any word they'd like to draw. Have the class raise their hands to say the word in Spanish if they think they know the answer. Whichever student answers correctly gets to be the next drawer.

Scrabble (15-30 minutes) TEMPLATE, p. 34

Materials- copies of large scrabble board (the bigger the better), current vocabulary copies for student use, scrap paper, dice (optional)

Variation 1- Give the students a longer word from current vocabulary as the beginner word to write across the middle and use as the builder word. Have students work in groups of 2 or 3 taking turns to use current vocabulary and write them on the board, connecting to the other terms. Students then count up the tiny numbers within each of the squares in the word they played and keep track of their score on scrap paper.

Variation 2- Use dice with the same concept, having each student roll the dice to indicate which topic/vocabulary list from which they are to find a word to play. Example: 1- food, 2- adjectives, 3- clothing, 4- AR verbs, 5- Spanish speaking country, 6- any. This creates a more cohesive review game. Have the class find corresponding vocabulary lists in their binders and remove them so they can reference them throughout the game.

Teacher Led/Whole Class Activities

Around the World (5-10 minutes)

Materials: Current vocabulary list or verb list in hand for teacher's reference.

Start on one side of the room and have two students stand up. Say a term in English or in Spanish and have the students standing race to say the opposite. For example, the teacher says, "tall" and the two students race to say, "alto." Whichever student says it correctly first moves on to the next student in the line of desks. The student who lost sits down. The winner continues to snake through the

classroom until s/he loses to a classmate. The new winner stands and continues to race against the next student, while the losing student sits in the seat of the new winner. Encourage students awaiting a turn to study their notes at their desks until it is their turn. This will help keep them involved in the game. Have students turn their notes over on their desk when it is their turn to stand and compete. This is a great game for the last few minutes of class before the bell rings. This would also work well with verb conjugation practice. You could say a verb and pronoun like, "cantar/yo" and the students would race to say, "yo canto."

Baloncesto- (10-15 minutes)

Materials: soft toy, ball or paper ball; current vocabulary list

Divide the class into two teams. Ask a student from the first team a question in Spanish, if he/she answers correctly; they get to take a shot at the basket. You can have them use a soft toy, ball or paper ball to throw. You can use an empty trashcan or box to throw into. If the student gets the ball in the basket he/she gets 2 points, if not they just get the 1 point from answering the question correctly. The team with the most points wins. Examples of questions you can ask are: "How do you say sport in Spanish? ¿Cuál es la diferencia entre fútbol y fútbol americano? ¿Cuál deporte es tu favorito?"
*These questions can also be varied depending upon the topic.

Beach Ball Conversation Starter- (5-10 minutes)

Materials: Beach ball with questions written on it in Spanish

Write questions in Spanish on a beach ball-Throw the beach ball to the students. Whoever catches it answers the question that corresponds to where his or her thumb lands.

Bingo/Lotería- (10-20 minutes) TEMPLATE, p. 35

Materials: Blank bingo handouts for all students, vocabulary list for all students with at least 20 words, vocabulary list in hand for teacher reference, stickers (optional)

Hand out the blank bingo templates to all students and ask them to take out their current vocabulary list. At random, have them write in the vocabulary words (or draw a picture if applicable) in either Spanish or English, depending on how familiar they are with the terms (Spanish if the words are fairly new, English if the words have been practiced for a few class periods). Once the students have created their bingo boards by writing in the terms randomly, they should put their vocabulary lists away (or you can differentiate if needed).

Next, start calling out the words in the opposite language in which they wrote them, making note on your teacher copy. For example, if they wrote in English, call the words in Spanish. Say the word in a sentence if you'd like to add more context. Instruct the students to make a small mark in the corner of the squares in which they have the corresponding term for that round. (If you call out "abuela" and the student wrote "grandma" in one of the squares, s/he will make a mark in the corner of that square.) Continue this way until a student has 4 in a row and yells out, "Lotería." At this point, that student needs to provide that opposite language for the words s/he has in that row. If s/he knows all of the meanings within that row, s/he wins a small prize, like a sticker. Continue that round until 5 or 6 students win. Then, if time permits, ask students to choose a new color or make a different mark for the next round. Start the list over and randomly call words using the same format.

Bolas de Papel (con GUSTAR)- (10-15 minutes)

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.

Brilla (Spelling Game)- (5-10 minutes)

Materials: Current or review vocabulary words in teacher's hand for reference

Have all the students stand at their desk. Start by saying a vocabulary word in Spanish and having each student take turns saying one letter to spell the word in Spanish. When the word is complete, the next student in the row says, "brilla." Then, another word is given. If a student makes a mistake or doesn't know the letter, they must sit down, making this an elimination game. This would be a great game when there is only a few minutes left of class to ensure you are using all of your class time bell to bell.

Card Pass Activity – (5-10 minutes)

Materials: Index cards with current information/vocabulary on each- enough for all students, board space

Each student is given an index card with various material: picture, color, word, number, phrase, etc. that pertains to the material being taught. Students pretend that whatever the card they are holding reads is true for them in that moment. For example: numbered cards. Students will pretend that the number in their hand is their age when the teacher asks. First, use this model for whole group asking various students a question in which the card in their hand can answer, then once students are familiar with the question being asked and how to answer, have students move around and have mini conversations using the same format. Once students get the hang of this, they can then switch cards with each partner after each conversation, giving them a new number to practice in their next conversation. This can be done with practically any vocabulary or material and creates a real world context for students to practice their oral skills. It is very helpful to have the question/answer format on the board or written down to encourage full sentences during each mini conversation.

Charades- (5-10 minutes)

Materials: Slips of paper with current vocabulary or verbs written on each in Spanish.

Variation 1- Divide the class into 2-3 teams. Have a hat full of the vocabulary or verbs and see how many a team can guess when timed for 60 seconds. Repeat with the next team(s) and play until all students have gotten a chance to act out the words. Reward the winning team. You can work this game in stages, depending on how long the students have been using the vocabulary: first, you may allow them to use their notes while playing, then they will have to do it from memory.

Variation 2- Play the game with the whole class having one student come to the front at a time to act out a term or verb. Have the students raise their hands to answer if they have a guess in Spanish. Either you or the actor could call on a student to guess the action. If s/he is correct, s/he comes up next to act out a term. Make a decision about notes depending on the newness of the vocabulary.

Circle of Math- (5-10 minutes)

Materials: Small ball

Start by reviewing numbers 0-10 with the class. Have the class stand in a circle wide enough to be tossing a ball around. The first child with the ball says a simple number ranging 0-10. S/he then tosses it to another child who says either "más" or "menos." S/he tosses it to another student who says another simple number. Students need to be doing math in their head while being ready to catch the ball. This continues as students alternate between a simple number and either "más" or "menos," for several turns. Finally, a student can choose to say, "son." The student who s/he throws to then has to say the answer to the math problem. The game will then start over as the student who answered throws to another student to start a new math problem.

This can be simplified when the vocabulary is brand new by only playing certain rounds using "más." It isn't meant to go very fast, though some flow will develop with more and more repetitions. This would be a great game to play in the last few minutes of class as to not waste Spanish class time.

Culebra del Verbo- (5-10 minutes)

Materials: Timer, List of current verbs in hand for teacher reference.

Before starting this game with the class, review verb endings of the type of verbs planned to use during this activity. This is a time-race game in which students are competing against themselves, trying to beat their old time. Start at one end of the room and have all students stand up. You will give the class a verb and then start the timer. They will snake down and up the rows conjugating the verb. When they make it through all 6 forms, they simply start over until the verb has snaked all the way around the room. E.g., "yo abrazo, tú abrazas, ella abraza, nosotros abrazamos, vosotros abrazáis, ustedes abrazan, yo abrazo, tú abrazas, él abraza..." Challenge them with more verbs and see which verb they can conjugate the fastest. Keep track of their times, and later you can have them try to beat their record.

Cheerleader Chant- (5-10 minutes)

Materials: chalkboard space (optional)

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.

Dry/Erase boards (10-20 minutes)

Materials: Classroom set of Dry/Erase markers, Erasers, Student sized white boards or white plastic plates (Dollar Tree- 30 hard microwavable white plastic plates for \$15, erasers could be washcloths cut in fourths, or even Kleenex. Many students have their own dry/erase markers, or the school could possibly purchase you a set of 30. Or, math teachers often have sets of dry/erase boards that you could possibly borrow.) Current vocabulary or verb list in hand for teacher use.

Students work individually to practice concepts in a written form while teacher prompts each question and checks each students' work. For example, teacher may say a term in English or hold up a picture vocabulary card. Students then write that word or phrase in Spanish and hold up their board to have the teacher quickly scan and check them. Students MUST write the word correctly and be checked before moving on to the next word. If students do not know, they can use their notes (especially if the material is relatively new) or even look at a board of a classmate as long as they write it before moving on. This works very well with grammar concepts such as agreement and verb conjugation when visual practice, attention to detail and immediate feedback is essential.

With a bit a prep this can also be a partner activity where students act as teachers and have the questions and answers to quiz each other. Create a list of vocabulary words or verbs and pronouns you'd like the students to practice. Split the list into two and provide the answers next to the questions. Have the students go back and forth quizzing each other and checking the work of their classmate using the questions and answers you provide.

Boards are also very useful when playing group games like Jeopardy. Each group can use one dry/erase board set and work together to formulate an answer.

Pictionary in pairs is another great use especially with newer vocabulary lists. One student draws a word of their choice from the list, the other guesses in Spanish. Students then switch roles.

El Río- (10-15 minutes)

Materials: large flashcards of current vocabulary- 20-25 total

Place flashcards of the current vocabulary on the floor in a winding manner. Each card represents a stepping-stone in a river. As the students go across the river, they must say the name of the picture they are stepping on. You can play this game where you have two students racing across at the same time, each from opposite ends, or one at a time in teams. You can also ask the students to step next to the cards so that you are able to use them again, or you can laminate the flashcards.

Finding Nemo (Family Match) (5-10 minutes)

Materials: Index cards that have pairs of corresponding phrases using family vocabulary (see examples below)

Create a batch of index cards that have pairs of corresponding phrases such as:

(on one card) Soy Elena, la nieta de Juana.

(on another card) Me llamo Juana. Soy la abuela de Elena.

(on one card) Soy Roberto, el hermano de Pablo.

(on another) Soy Pablo. Roberto es mi hermano.

Shuffle and pass out one card to each student randomly. Students will mingle around the classroom and read their card trying to find their "Nemo" or relationship match. The phrasing can be varied because, in reality, the students can just use the name pairs on the card to figure out who their Nemo is-- BUT they do this by mingling around the room and reading their card aloud to people, waiting to find their match. As pairs are finding each other they simply stay standing side by side. Once everyone has a Nemo, go around at the end and hear each pair read their phrases. Survey the class to see if they can identify the relationship ("Nieta and abuela is grandma and granddaughter!") This activity is great for reinforcing family vocabulary and practicing reading aloud and in full sentences. Depending on time, collect and redistribute the cards to complete the activity again.

Four Corners- (10-15 minutes)

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.

Hangman- (5-15 minutes)

Materials: board space, current vocabulary lists for all students

Choose a word from the current vocabulary list. Using the chalk/white board draw dashes for as many letters as there are in the word. For example, if the chosen word is "AZUL," draw 4 dashes on the board. Have students take turns choosing a letter from the alphabet in Spanish that they think may be in that word. If a student picks a letter that IS in the chosen word, write the letter they chose on the dash marks in the correct location on the board. If a student chooses a letter that is NOT in the word, write that letter at the top of the board so that no one accidentally chooses that letter again. Also, begin to draw a stick man on the board, one part at a time for each letter that is NOT in the mystery word. For example, if a student chooses the letter "F," for the word, "AZUL," write "F" at the top of the board and begin a stick man by drawing a circle for his head. The goal of the class is to try to guess the word before the stick man is complete with a head, body, two legs and arms, and a face.

Have the student who figures out the word first come up and complete another round by choosing a new word from the vocabulary list. Move around the room so all students get a chance to pick a letter and participate.

This is a great activity to incorporate at the end of class with just a few minutes left in order to not waste any class time.

Huevos Revueltos Card Match- (5-10 minutes)

Materials: Matching large flashcards, one for each student.

Write matching material on large flashcards. Such as pronouns and verb forms, Spanish and English meanings, Spanish and picture clues, nouns and adjectives with agreement, etc. Make sure you have enough for all of your students to match up with another classmate. If there is an odd number, give one student two cards and have him/her find two partners. Randomly hand out the cards to the class. When you say start, have the class mingle and find their corresponding partner. For example, the "Yo" card would need to find a verb in that form. When all students are paired up, have the pairs quickly present their pair to the class. Then, have the students switch cards with someone in a different pairing. You could even have the students switch cards with two different people. Then repeat the activity. This can be continued a few more rounds as time permits.

I Spy... (Yo veo...) (5-10 minutes)

Materials: current vocabulary list (colors, clothing, classroom objects) for all students (optional)

Depending on the level of your students, review colors with the class using large color cards or by pointing to objects of various colors around the classroom and having them repeat.

Start by describing a person or object using colors in the classroom using the starter phrase, "Yo veo..." For example, if describing a globe, say to the class, "Yo veo azul, verde y café." Have the class scan the classroom and raise their hand to try to guess the object. Whichever student guesses the object gets to start the next round.

This could also work using clothing colors to identify students. If students are familiar with "La Ropa" vocabulary, this game can be more extensive describing clothing and colors as well as practicing agreement. For example, "Yo veo unos zapatos azules y una camisa roja."

This is a fun game to fill in the last few minutes of class leading up to the bell.

Jeopardía (15-30 minutes) TEMPLATE, p. 36

Materials: Questions related to current vocabulary or material previously taught, Optional: Handouts of Jeopardía board, dry/erase board set for each group or scrap paper

There are many variations of this game. You could divide the class in small groups of 4/5, have two large groups or even ask questions to individual students. Once you decide the format you'd like to use, have the students sit with their group and if you'd like them to answer the questions in written form, hand out either a dry/erase board set or a piece of scrap paper to each group.

Show students the game board and explain the categories and point values. Have a student from the first group choose a category and point value. Read the prepared question for that corresponding square. Give all groups a chance to work with their team and come up with the correct answer. If using dry/erase boards or scrap paper, tell the group to keep their boards/papers covered until all groups are complete. Tell them to put their answers up so you can see which teams

achieved the correct answers. Have the teams keep track of their points in the corner of their board/paper. If you'd like all students to write the correct answers, you could make copies of the template and have them fill in the squares as questions are answered. This could be used as a participation grade and help them to stay on task during the game.

Move onto the next group allowing it to choose the next category and point value. Read the square that corresponds and continue to play the game for the allotted time you'd like.

Juego de Opuestos (Adjectives) (10-15 minutes)

Materials: Index cards each with one adjective from a list that goes with SER; tape

Tape an adjective card on each student's back without them knowing what it says. Direct students to mingle around the classroom and help fellow students figure out what the card on their back says by using opposites. For example, Sally walks up to Jimmy and has to say, "No eres tímido" because he has "extrovertido" on his back. Sally may also say, "el opuesto de tímido" etc. A teacher can simply conduct this for five minutes without anyone confirming or denying a correct response until the very end, at which time the teacher goes around the room and asks each student to guess which adjective they have and say why ("People kept saying not tímido, so I think extrovertido..."). The student can then look at their adjective to find out if they were right. One could build off this moment by then surveying the class: "¿Es verdad que Jimmy es extrovertido, clase?" and they reply/vote sí o no.

Mata La Mosca (5-10 minutes)

Materials: Large flashcards and/or usage of chalkboard and flyswatters, OR copies for every 2 students of current vocabulary written randomly on handouts.

Variation 1- On the chalkboard or on the wall, tape large flashcards of current vocabulary (in Spanish, English or pictures) OR if you have chalkboard space, simply write the current vocabulary randomly on the chalkboard. Separate the class into two teams and have one student from each team come up to the board at a time. Call out the vocabulary in the opposite language than posted. Have the students race to slap that term with their flyswatters. Whichever student hits the term first wins a point for their team. This process works well with a student "on deck" at all times from the two teams to expedite the process and give all students a turn in a timely fashion. Elect a student to keep score at their desk.

Variation 2- Create a handout with the current terms listed randomly and haphazardly (in Spanish, English or pictures). Pair up the students and call out the term in the opposite language. The first student to find and point to the correct word on their paper wins a point. Have students tally their points in the margin.

One Minute Conversation Race/Student Interviews- (5-10 minutes)

Materials: Piece of paper for each student (optional)

One minute conversation-

(Without paper) Have the students stand and ask and answer as many classmates as possible one of the following: ¿Cómo estás? OR ¿Cómo te llamas?. Set a timer for 60 seconds or watch the clock. Then, ask the students to tell you the number in Spanish of how many students they conversed with. This activity can be used back to back with each of these questions the focus for 60 seconds.

(With paper) Have the students take out a piece of paper and brainstorm a list of all the questions they know how to ask in Spanish. You could ask the students to complete this task alone or with a partner. After a few minutes, set a timer and have the class use their lists to race around the class asking questions in Spanish to each other. The goal is to ask and listen to the answer of as many questions as possible in the one minute time frame.

Student Interviews- To make this a longer and more comprehensive activity, have the students use their question list to interview a classmate. Have them write down their partner's answers.

¿Qué falta?- (10-15 minutes)

Materials: flashcards of current vocabulary or actual manipulatives of current vocabulary

Divide the class into two teams. Have a member from each team come up to the front of the room. Place items or flashcards on the board or table of current vocabulary. Six-10 items work well depending on the age of your students. Have the two team members study the items for a few seconds, then have them turn around. Remove one item/flashcard. When you tell them to turn back whichever student can identify which item was removed in Spanish, wins a point for their team. Continue until all team members get a chance to play. Feel free to change up the flashcards/items as the game continues. This would work well with concrete items like, classroom objects, clothing, food, etc.

Scattegories (5-20 minutes) TEMPLATE, p.37

Materials: Copies of Scattegories Template for all students, vocabulary lists of various categories for student reference

Ask students to look in their binders for specific Student Resource Pages/Notes from previous and current units to use as a reference. Hand out the Scattegories template to all students. Have students write the 5 categories you'd like them to review in the top line of the template above the bold line. Then, give the students a letter of the alphabet for the first round. They should write that letter in the first open space under the word, "Letra" on the template. Alone or with a partner have the students come up with Spanish words for each of the listed categories that begin with the letter for that round. For example, the categories could be "La Ropa," "Verbos," "Los Deportes," "La Clase," and "La Comida." If the letter given was "B," students would need to race and come up with a word from each of those categories to write for that round. They can use their memory or their notes. Possible answers for that round may be, La Ropa- BUFANDA, Verbos- BAILAR, Los Deportes-BALONCESTO, La Clase- BOLIGRAFO, La Comida- BANANA."

Each round could be timed depending on the level of students. Students could also work together in pairs to speed up the process. After the time is up or most students are complete, go through each category with the whole class, asking for answers they wrote down. Students who wrote an answer that someone else also wrote down, receive ONE point for each entry. Students who wrote an answer that NO ONE else in the class wrote down, receive THREE points for each entry. Have students keep track of their own points on their papers. Move on to another letter and repeat the process for the time allotted. After students play this game once, have them save their game board in their binder. Any unused lines on the template can be a great filler at the end of future classes to fill the last few minutes before the bell.

Heritage speakers will likely not need to use any notes and can play this game at a faster and more competitive rate.

Scavenger Hunt- (5-10 minutes)

Materials: Large pictures of current vocabulary, tape, classroom space

Post large index cards or pictures of current vocabulary around the classroom. Call out a term and have the class "safely scurry" to the card. If the class is too large, split the group into two, and have them take turns scurrying and acting as referees and judges.

Simon Says (Simón Dice) (2-5 minutes)

Materials: List of current vocabulary for teacher reference (body parts and verbs work best) (optional)

Ask the class to stand in Spanish. Explain to the class that you are Simon, and they need to do whatever "Simon says" and copy your actions. If the statement, "Simón dice," is NOT in the beginning of your sentence, explain that they should NOT follow the direction given and will need to be seated.

Using the sentence starter "Simón dice...", tell the class some action sentences. For example, if studying or reviewing body parts, have the class touch whatever body parts you say along with you—"Simón dice, toca la boca," (as you touch your mouth), etc. Every so often remove the sentence starter, "Simón dice," and simply use the rest of the sentence alone, like, "toca la cabeza." The students who move and touch their head have to be seated because Simon didn't tell them to complete the action. Continue the game until there is only one student standing or as time permits. With younger classes or if you find that some students are making errors on purpose in order to avoid playing the game, take out the elimination portion of the game and have all students continue to play even if they move when Simon doesn't say.

Another option for this game is to use verbs and actions like, "Simón dice....toca la guitarra, salta, toca la trompeta, baila, canta, corre, come, bebe, etc. Even if students do not know the vocabulary, they can follow your actions and listen for the phrase "Simón dice," to alert them when to copy your action. This is a great activity for the last few minutes of class before the bell as to now waste any class time.

Speed Translations- (10-15 minutes)

Materials: Current list of verbs or vocabulary in hand for teacher's reference, stickers (optional)

Break your class into pairs. Call out challenging phrases, such as agreement practice or a subject pronoun and a verb in English and have the students work as quickly as they can to translate the phrase into Spanish. For example: "I leave," or "the red socks." The first pair to raise their hands must come to the board and write down their translation. If they are correct, they earn a point. If they are not correct, another team has the opportunity to come to the board and fix it for a point. The pair with the most points at the end of the game wins a small prize, like a sticker. If the material is very new, call out the phrases in Spanish and have students translate to English. Make sure to review the grammar concept at hand before starting this game.

Steal the Bacon (Verb Conjugation Game) (10-15 minutes)

Materials- small toy/object to act as the bacon, 2 sets of large pronoun cards with one pronoun listed on each, a few extra pronouns repeated on cards in cases of larger class sizes, space to run

Divide the class into two teams. Hand out one set of large pronoun cards to each team making sure all 10 pronouns are represented on each team. Give students on each team extra pronoun cards if there are not very many students in the class. All 10 pronouns need to be represented on each team. If there are more than 10 students on a team, repeat one of the pronoun cards so that two students on the same team have the same card. They will take turns running up when their card is elected.

Place the toy/object used as the bacon in a central area between the two teams. Call out a verb form without saying the pronoun. For example, "bailo." Students with the pronoun card, "yo" will race from either team to come and grab the "bacon" toy. The team that grabbed it first wins a point for their team. Continue to play for several rounds. Have students switch cards among their team after a few minutes to keep them on their toes.

Tarjetas Locas- (10-15 minutes)

Materials: large index cards of various vocabulary for students to manipulate, timer

Variation 1- Create a set of large index cards for a topic that has an order, such as days of the week, months, numbers, rainbow order, etc. Call up the number of students that there are cards to the front of the classroom and have them face the board. Have the selected students put their hands behind their backs and hand out the cards randomly without them seeing. When you say begin, start the timer, and watch for the student to move themselves to put the cards they have in their hands in order. After that group is complete, call up another set of students to do the same. Compare the times and see which group is the fastest.

Variation 2- Create a set of large index cards with various verb forms and adjective endings, etc. Hand out one card to each student (there could be enough for the whole class or the class could go in shifts like the above variation). Call out a sentence in English, and have the students figure out the sentence in Spanish by moving around and creating the sentence with their cards in the front of the classroom. Not all students' cards will be used for each sentence. Using a timer could be optional for this variation.

Tic-Tac-Toe for Conversation- (5-10 minutes) TEMPLATE, p.32

Materials: Blank tic-tac-toe boards for all students

Hand out blank tic-tac-toe board template to all students. Assign the class various questions to ask and answer (perhaps make a list on the board of questions and answers you'd like them to practice). They need to go and ask the questions to different students around the room who need to answer in Spanish. Anytime they answer or ask in Spanish they sign their name and ask for a signature in the tic tac toe game. The first person to get two tic tac toes wins.

Time bomb/Hot Potato- (10-15 minutes)

Materials: egg timer or alarm clock OR ball/small toy, questions about current vocabulary/topic

Variation 1- Have the students stand in a circle. For this game you need a timer (such as an egg timer or an alarm clock). Set the timer and pass it to a student, ask him/her a question, once answered, have the child pass the timer to the next student, who in turn does the same. The student left holding the timer when it goes off is out for the game. This student can sit in the middle of the circle or sit down in his or her place. You can also have these students be life lines of help for the other students answering questions to keep them involved in the game. Questions asked can vary depending upon

the topic. For example, for school subjects, questions you could ask the students could be: "¿Qué clase te gusta? ¿En qué clase estamos ahora? ¿Cómo se dice *lunch* en español? etc.

Vatiation 2- Play the game using a small toy or a ball. Sing a Spanish song to or with the class as students pass the object. When the song is done whoever has the object answers a question like above. Or, play music and stop the music randomly to determine which student answers.

Tómalo Flash Card Race (10-15 minutes) TEMPLATE, p. 29

Materials- One set of complete flashcards for every two students of current vocabulary

Recommended- Use the blank flashcard template and write in the English words or draw pictures of the current list. Make copies for all students on a darker color. Have students write the Spanish on the back using their notes and cut them apart to create flashcards. This is a great homework assignment. And of course, they can practice the vocabulary using these cards throughout the unit.

After each student has completed cards, have them pair up and use one set of complete cards per pair. Sitting across from each other, the students need to place the cards spread out over the two desks or area between them. This can be done with the Spanish side up (if the vocabulary is very new) or the English side up (to treat it more like a review). When the students are ready, call out one vocabulary word at a time in the opposite language that is showing to the students. For example, if the card says, "it's cloudy", you'd call out "Está nublado." The first student to search the cards and touch it with ONE finger, gets to keep the card and make a pile of the cards they get first. This gets competitive and needs to be prefaced with rules such as, no blocking, no touching all of the cards, etc. When a student does not know the answer, they are to flip over one card at a time and search out the card. They may still find it first and win the card. They then should show their partner the answer on the card and "be a teacher." As the cards left in the middle get fewer, get creative and fun. Have the students put their hands to their side before calling a term, or have them place their hands on their head, or sit on their hands, etc. to keep the game lively and interesting. After all of the cards are called out, ask the students to count the pile they found first in Spanish. Whichever student has more cards is the winner.

Twenty Questions- (10-15 minutes)

Materials: Board Space, current vocabulary list for teacher's reference

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.

Voy en un Picnic (Memory Game)- (10-15 minutes)

Materials: Current vocabulary list for all students

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, "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 would also make a great ice breaker activity by using students' names. "Hola_____, Hola _____, me llamo _____."

Wacky Relay- (5-10 minutes)

Materials: List of vocabulary words that students can act out in hand for teacher's reference, space in the room for students to move around.

Mark a starting and ending point for the race. Line up the class in teams on the starting line, and on your command, have the whole group race to the finish line and back while pantomiming to the word or verb you give. For example, you shout "*llorar*" and students will race down and back, pretending to cry all the way. Great fun, though some words/verbs lend themselves to this game better than others. Make sure to let them know that the "race" is secondary to their pantomimes.

Wheel of Fortune- (10-20 minutes) TEMPLATE, p. 38

Materials: paper or cardboard "wheel" with arrow and fastener in the middle, board space for blank letter spaces.

Divide the class into three teams. Make a small wheel to spin by placing an arrow on a circle using a paper fastener in the middle. You can place different numbers around the circle for points and different things like bankrupt or lose a turn. Write on the board the blank spaces for each letter of the words of a sentence. The sentence can review any current vocabulary or phrase from current material. Such as with the verb *Tener*, the sentence could be "*Tengo diez años.*" or "*Tenemos que hacer la tarea.*" Each team will take turns spinning the wheel and guessing a letter in the puzzle (sentence). For example, have each team ask "*Tienes una 'b'?*" Then if there are b's in the puzzle you will reveal them. The team to solve the puzzle first wins the points they have earned while guessing the letters of the puzzle.

Yo Tengo, ¿Quién tiene?- (10-15 minutes)

Materials: class set of index cards following format below using 25+ current vocabulary words from current unit or mix from previous units

Use current and review vocabulary to create a class set of index cards. This can be used with ANY vocabulary and even verb forms. You will need at least one vocabulary word for each student in your class. For this example, clothing vocabulary will be used for a small class of 10:

1. side 1- la sudadera, side 2- shoes*
2. side 1- los zapatos, side 2- pants
3. side 1- los pantalones, side 2- skirt
4. side 1- la falda, side 2- dress
5. side 1- el vestido, side 2- socks

6. side 1- los calcetines, side 2- shirt
7. side 1- la camisa, side 2- sweater
8. side 1- el suéter, side 2- shorts
9. side 1- los pantalones cortos, side 2- blouse
10. side 1- la blusa, side 2- sweatshirt

On the first card, write a term in English with a star next to the word on one side, and the ending word in Spanish on the other side. Remember which term you used in Spanish so you can end the last card with that term in English. See the underlined print above for clarification. Notice how the first card's side 2, is the translation of the same word on the second card's side 1, etc.

Write the format for asking and answering on the board for students to reference as needed throughout the activity:

"Yo tengo (Spanish term)"

"¿Quién tiene (Spanish term)"

After all the cards are connected and have both an English and Spanish word on each side, mix up the cards and pass them out to your class. If you use this with multiple classes of various sizes, ALL cards must be passed out in order for this activity to function correctly. For smaller classes, simply give a few students multiple cards.

Ask the students to look for the word with the star to begin. After the starred word has been located, the rest of the class should have the SPANISH side of their cards UP on their desks awaiting that term to be called.

The student with the starred word begins by calling out that term in SPANISH using "¿Quién tiene..." Whichever student hears the Spanish term on his/her card needs to say, "Yo tengo (Spanish term)", then, s/he flips over the card and translates into SPANISH using the phrase, "¿Quién tiene (Spanish term)." No English should be said aloud during this activity by any student.

Follow the same format until all students read through their cards and the game bounces back to the first student. This activity would also work with drawing or pictures on the English side instead of writing in English.

An example would be,

Student 1- "¿Quién tiene **los zapatos?**"

Student 2- "Yo tengo **los zapatos.** ¿Quién tiene los pantalones?"

Student 3- "Yo tengo los pantalones. ¿Quién tiene **la falda?**"

Student 4- "Yo tengo **la falda.** ¿Quién tiene el vestido?"

Student 5- "Yo tengo el vestido. ¿Quién tiene **los calcetines?**"

Student 6- "Yo tengo **los calcetines.** ¿Quién tiene la camisa?"

Student 7- "Yo tengo la camisa. ¿Quién tiene **el suéter?**"

Student 8- "Yo tengo **el suéter.** ¿Quién tiene los pantalones cortos?"

Student 9- "Yo tengo los pantalones cortos. ¿Quién tiene **la blusa?**"

Student 10- "Yo tengo **la blusa.** ¿Quién tiene **la sudadera?**"

This game goes fast once the students get the hang of it and can be timed to create more energy in the classroom. Students can also switch cards with a partner and this activity can be repeated as time permits.

¡ZAP! Review Game- (15-30 minutes) TEMPLATE/HANDOUT, p. 39-40

Materials: 16 questions about current material, ZAP CARD GUIDE (HANDOUT), Dry/erase board sets (optional) OR scrap paper for each group, board space

Divide your class into teams of 4 or 5 students. Provide them with a dry/erase board set or scrap paper in which to write their answers. To make the game even more fun, have them come up with a group name in Spanish. Write the group names on the board to keep score.

Prepare the ZAP CARD GUIDE handout by writing in the numbers 1-16 randomly on the lines provided. Keep this paper private. Also, write the numbers 1-16 on the board (or use the TEMPLATE provided and cross out the numbers after they are used). Ask all groups a prepared question from your list. Have them work with their groups to write the answer on the dry/erase boards/scrap paper. Make sure they keep their work covered until all groups are complete. Ask the groups to hold up their answers. Any group with the correct answer is awarded 50 points to their team's score. Make note of the points on the board under their team names. THEN, after each question, rotate through the groups allowing one group to choose a ZAP number from the board/handout after each question. Refer to your prepared ZAP CARD GUIDE handout and read the corresponding number. Adjust the scores according to the card and how the team that picked the ZAP card decides (for example a card may read, "Swap scores with another team." Whichever group picked that number gets to decide which team they change scores with). Erase or cross out the number they chose.

Continue this process by giving the class another one of your prepared questions and waiting for all to answer. Check their work and award 50 points if correct. Then, rotate to the next group in the circle to choose a ZAP number. Keep playing until all 16 numbers are gone or as time permits.

Cultural Activity Ideas/Project Ideas/Misc.

All About Me- (project) HANDOUT, p. 41

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.

Bookmarks- Frases útiles- HANDOUT, p. 42

Make copies of the handout on cardstock and use a paper cutter to make bookmarks for your students. Encourage students to keep this handy in their binder and even tape it on the cover or slide it inside of the plastic liner (if the binder has one).

Once you review the useful phrases with the class, try not to respond to any of those questions in English from now on. Encourage the students to use the bookmark as a reference when needing to ask you a question.

Children's Book- (present tense project- 8th grade or advanced classes/heritage speakers)
HANDOUTS, p. 43-44

Use the 2-page information sheet in the TEMPLATE/HANDOUT section of this booklet for specific guidelines and details.

Comecocos-Paper Fortune Teller- (10-15 minutes) TEMPLATES, p. 45, 46

Materials: Templates provided, Internet access if new to this project

Use one of the two templates provided. The template with circles and numbers is very useful for students new to this activity. Have the students color each of the circles a different color, then use current material to fill in the rest following the model on the video. Give the class time to work on filling out the fortunes in Spanish with phrases like, Eres generoso/a or Eres inteligente, etc. This would be a good activity to review adjectives.

Show your class how to fold the comecoco. Use the link provided if you are unfamiliar. (If the links are broken for some reason, search, "How to make a cootie catcher," or "How to make a comecoco," on YouTube).

Give the class time to fold and then play the game with their classmates in Spanish.

<https://www.youtube.com/watch?v=ZvC-LJ0zSUo> (in Spanish)

<https://www.youtube.com/watch?v=DHT3N-pXVTY> (in English)

Currency Around the Spanish Speaking World-

Give an amount to the class. Let's say 100. The class then either researches individually or talks about collectively what 100 of ___ currency can buy you. For example: cien pesos Mexicanos, cien quetzales, cien dolares, etc. This is also a great way to reinforce numbers, by introducing the online currency converter.

Family Tree- El Proyecto de La Familia- HANDOUTS, p. 47-48

This Family Tree Project guide and rubric is a great culmination project to use after teaching or reviewing numbers 1-100 and La Familia. Use the handouts to make 2-sided copies for all students. Go through the guidelines and rubric with the class and encourage them to be creative! This could be used as an assessment in place of a test for the unit.

Mnemonic Devices- Geography- HANDOUTS, p. 49-51

Use the 3-page HANDOUT to teach the order of the Spanish-speaking countries in the world. The first letters of each of the words in the silly clues correspond with the geography of the Spanish speaking world. Use these clues in conjunction with the maps of these regions. Also incorporate the Country/Capital Raps below: (If the links are broken for some reason, search "Central American country rap" and "South American country rap," on YouTube.)

Central America and the Caribbean- <https://www.youtube.com/watch?v=fAupLjNTae0>

South America- <https://www.youtube.com/watch?v=mAoj0luVoes>

Pen Pal Letters-

Have your students write "imaginary" Pen Pal letters. You will create the initial letter pretending you are a child from a Spanish speaking country-from Pedro in Mexico for example. The letter asks simple questions that the students have learned like, "Cuántos años tienes", etc, and the class must write back answering those questions and adding more questions so it builds on their learning.

Show and Tell in Spanish-

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.

Spanish Game boards-

Students receive blank game board templates. They have two to three weeks to fill in and create a game in Spanish. Then one day the class rotates in small groups and plays all of the games in Spanish. This could be assigned at the beginning of a unit and due the day before the test. Students could move around and take turns playing all of the games to review for the assessment. Use templates in this activity book or complete a Google Images search for "Blank game templates" and print out a few options for the students.

Travel Brochure- TEMPLATE, p. 52

Allow students to pick or assign Spanish speaking countries to each student. Use the template provided and explain to the class what the Spanish words mean on the brochure. Instruct them where to write the country name, etc. Give the class work time and take them to the library or computer lab or assign this as an out of class project (depending on your class). Have the class fill in the brochure with information in English or Spanish depending on their language level, then share their brochures with the class. Have them draw or print out pictures to illustrate the information about the country.

Vamos a Jugar Juegos- (student resource for game playing) HANDOUT, p. 53

Use this comprehensive handout during game playing to encourage more Spanish usage in your classroom!

Verb Skits- (end of semester or year project idea)

Students work in pairs or small groups to create a conjugational musical skit with the following skit link as an example. They can use their own music and semester vocab for review - goal is to describe how to conjugate by giving examples. <https://m.youtube.com/watch?v=4Ex3k3yKjYk>
(If the link is broken for some reason, search "Spanish verb skit" on YouTube to find some examples to show your class)

La Batalla Marina- 2

1

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

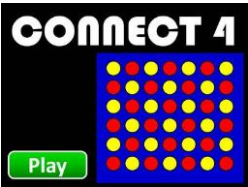


Mi Mochila –Juego de Vocabulario

Question: _____

Answer: _____





¡Caramba!	¡Caramba!	¡Caramba!	¡Caramba!
¡Caramba!	¡Caramba!	¡Caramba!	¡Caramba!
¡Caramba!	¡Caramba!	¡Caramba!	¡Caramba!
¡Caramba!	¡Caramba!	¡Caramba!	¡Caramba!
¡Caramba!	¡Caramba!	¡Caramba!	¡Caramba!

Dominoes

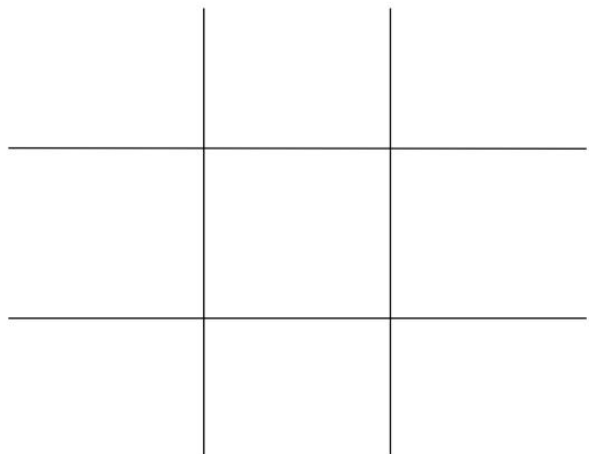
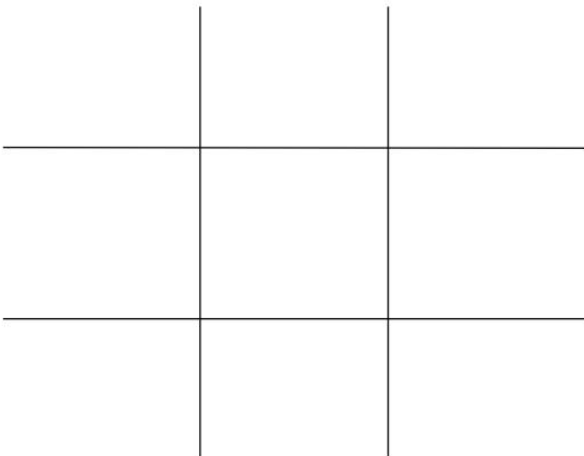
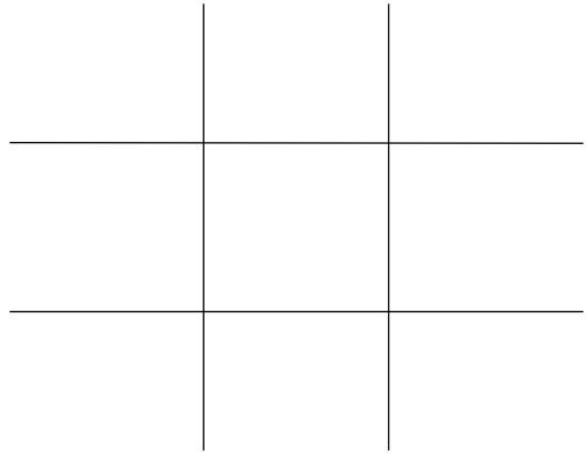
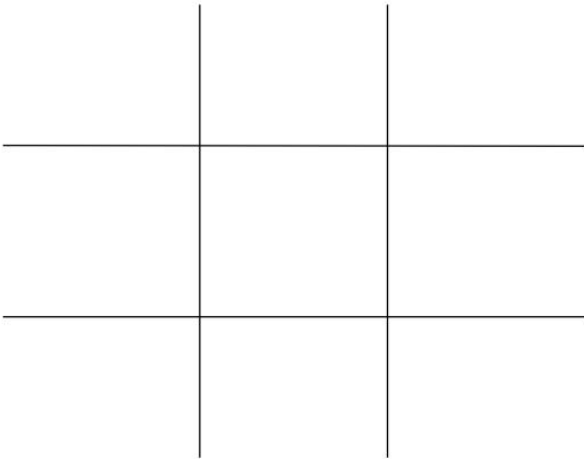
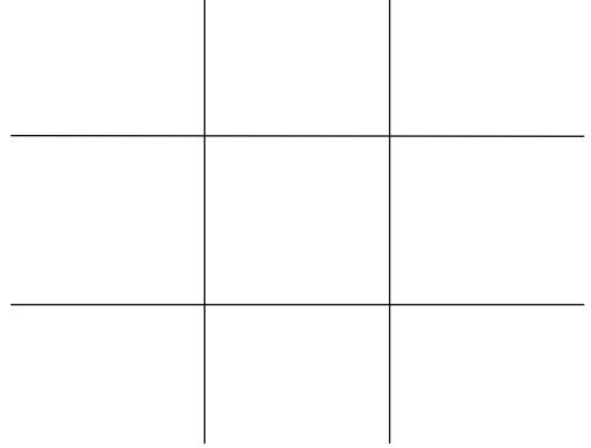
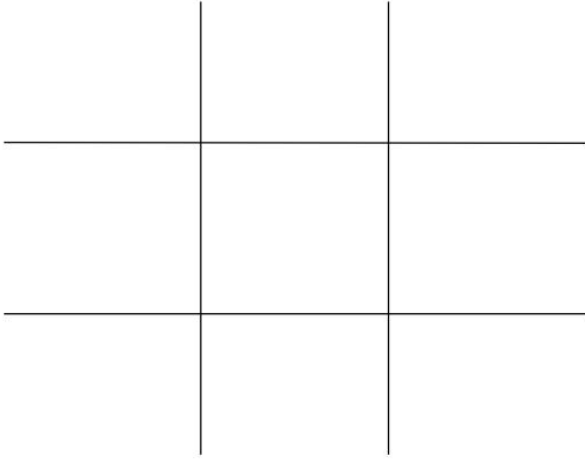
Print 5-7 copies of this template and fill in each side of each domino with one of 10-15 vocabulary words.

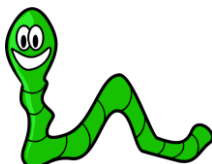


Be sure to use both the English and the Spanish of each word MULTIPLE TIMES.

Make copies on colored paper or cardstock, cut apart and create Domino Sets for your class!

Tic-Tac-Toe

Los jugadores: _____



						
	GUSANO					
					El Fin	
						
						 El Comienzo

SCRABBLE

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



Lotería



Jeopardía

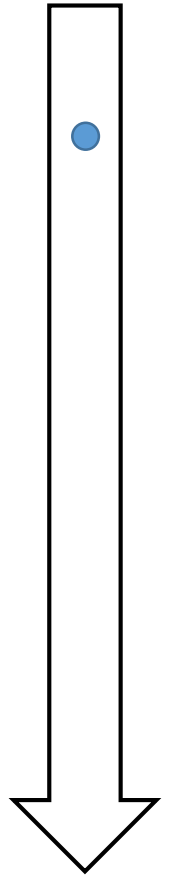
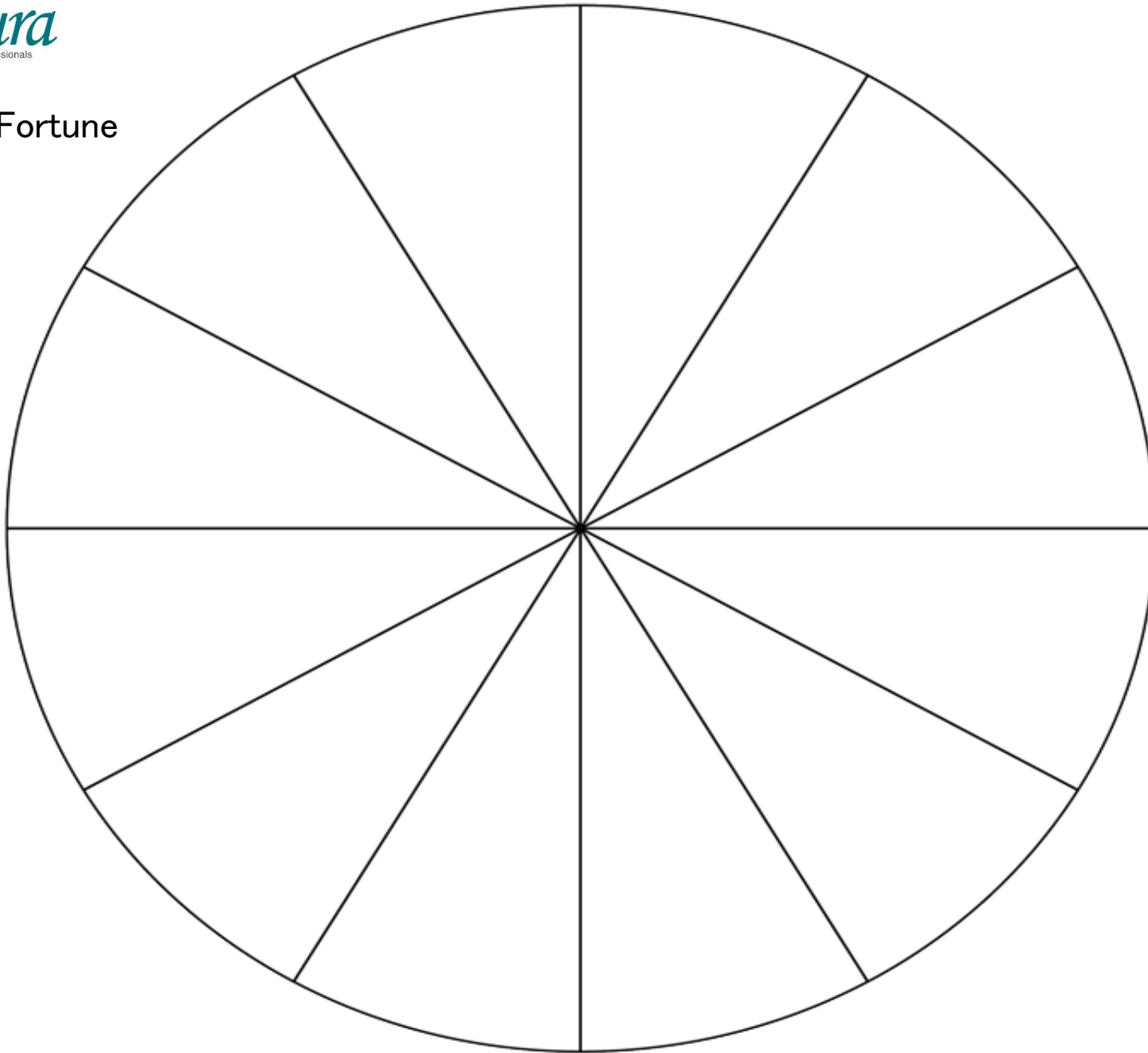
<u>Categorías→</u>					
<u>Puntos↓</u>					

Scattegories

Letra ↓					



Wheel of Fortune



¡ZAP!

1	2	3	4
5	6	7	8
9	10	11	12
13	14	15	16

¡ZAP! CARD GUIDE: 1-16

(for teacher's use)

Write in the numbers 1-16 randomly on the lines:

_____ Give another team 20 points

_____ Switch scores with another team

_____ Remove 20 points from your score

_____ Your team loses all its points!

_____ Give another team 50 points

_____ Remove 10 points from another team

_____ Give another team 10 points

_____ Your team wins 20 points

_____ Choose which team loses all its points!

_____ Switch scores with the losing team

_____ Your team wins 10 points

_____ Switch scores with the winning team

_____ Your team loses its points!

_____ Your team wins 50 points

_____ All scores stay the same

_____ Choose which team loses all its points!

★ ¡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...




Me llamo _____

¿Puedo ir al baño? 


¿Puedo usar el sacapuntas? 


¿Puedo tomar agua? 

¿Puedo ir a la enfermera? 

¿Puedo ir a la oficina/ la clase de...?

¿Hay tarea? 

¿Cuál página? 


¿Tiene otra copia? 

¿Me ayudas?  ¿?


¿Cómo se dice _____, en inglés?


¿Cómo se dice _____, en español?


Repita, por favor.


Más despacio, por favor. 

Me llamo _____

¿Puedo ir al baño? 


¿Puedo usar el sacapuntas? 


¿Puedo tomar agua? 

¿Puedo ir a la enfermera? 

¿Puedo ir a la oficina/ la clase de...?

¿Hay tarea? 

¿Cuál página? 


¿Tiene otra copia? 

¿Me ayudas?  ¿?


¿Cómo se dice _____, en inglés?


¿Cómo se dice _____, en español?


Repita, por favor.


Más despacio, por favor. 

Me llamo _____

¿Puedo ir al baño? 


¿Puedo usar el sacapuntas? 


¿Puedo tomar agua? 

¿Puedo ir a la enfermera? 

¿Puedo ir a la oficina/ la clase de...?

¿Hay tarea? 

¿Cuál página? 


¿Tiene otra copia? 

¿Me ayudas?  ¿?

¿Cómo se dice _____, en inglés?

¿Cómo se dice _____, en español?

Repita, por favor.

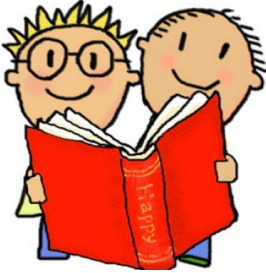
Más despacio, por favor. 

Me llamo _____

El Proyecto- el presente

Escribiendo un libro para niños

Writing a children's book



FECHAS DE ENTREGA (*dates of turn-in*)

El borrador (rough draft):

El libro final (final book w/pictures):



Instrucciones: Write a ten page, ten sentence children's book in Spanish. The book should be about an animal. Each page should have one sentence of the story and a colored drawing/picture/illustration of what is happening. The final book should be stapled in book format.

WARNINGS/RULES

- Focus on using words you know. You may use your -AR, -ER, and -IR verb lists for Spanish for verbs to include in the action of your story.
- Write in the PRESENT TENSE only!
- If necessary, you may look up words you don't know **IN A SPANISH/ENGLISH DICTIONARY or talk to me...** YOU MAY **NOT USE AN ONLINE TRANSLATOR OR A FRIEND FOR HELP!!** If you are found to have used a translator instead of a dictionary, you will receive **NO CREDIT** for the assignment, and it must be redone!
- The rough draft does not need to be typed OR have pictures.
- The final draft must be in book form (stapled like a book) and have a picture/an illustration on each page. It may be handwritten OR typed.

- Make the sentences simple. It is a book for children and a book written by you, someone who is a beginning Spanish student.
- Remember that we have talked about many places in town and modes of transportation. You probably also know *ser* and *estar* and know words for describing people and emotions. You may remember food words, clothes, colors, sports, etc.
- Use correct spelling and accent marks. To get accent marks on the computer, you can go to Insert → Symbol on Microsoft Word. I will also accept accent marks and tildes (~) written by you in black pen on the actual document. Accent marks **MUST** be included for full credit!
- Use your sheet "Helpful, Little Words" to help you connect sentences and say what you want to say. Remember that **a + el = al...** also, **de + el = del**

Ejemplo (example) of 10 sentence/10 page story without illustrations:

p.1: Víctor es una vaca.

p.2: Víctor vive en una granja.

p.3: Víctor come (*comer: to eat*) pasto (*grass*).

p.4: Un día, Víctor rompe (*romper: to break*) la cerca (*the fence*) y camina a la ciudad.

p.5: Víctor la Vaca camina a la biblioteca.

p.6: Víctor busca (*buscar: to look for*) un libro sobre (*about*) vacas.

p.7: Víctor camina al restaurante.

p.8: Víctor come (*comer: to eat*) pizza y bebe (*beber: to drink*) leche (*milk*).

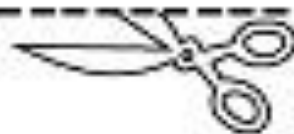
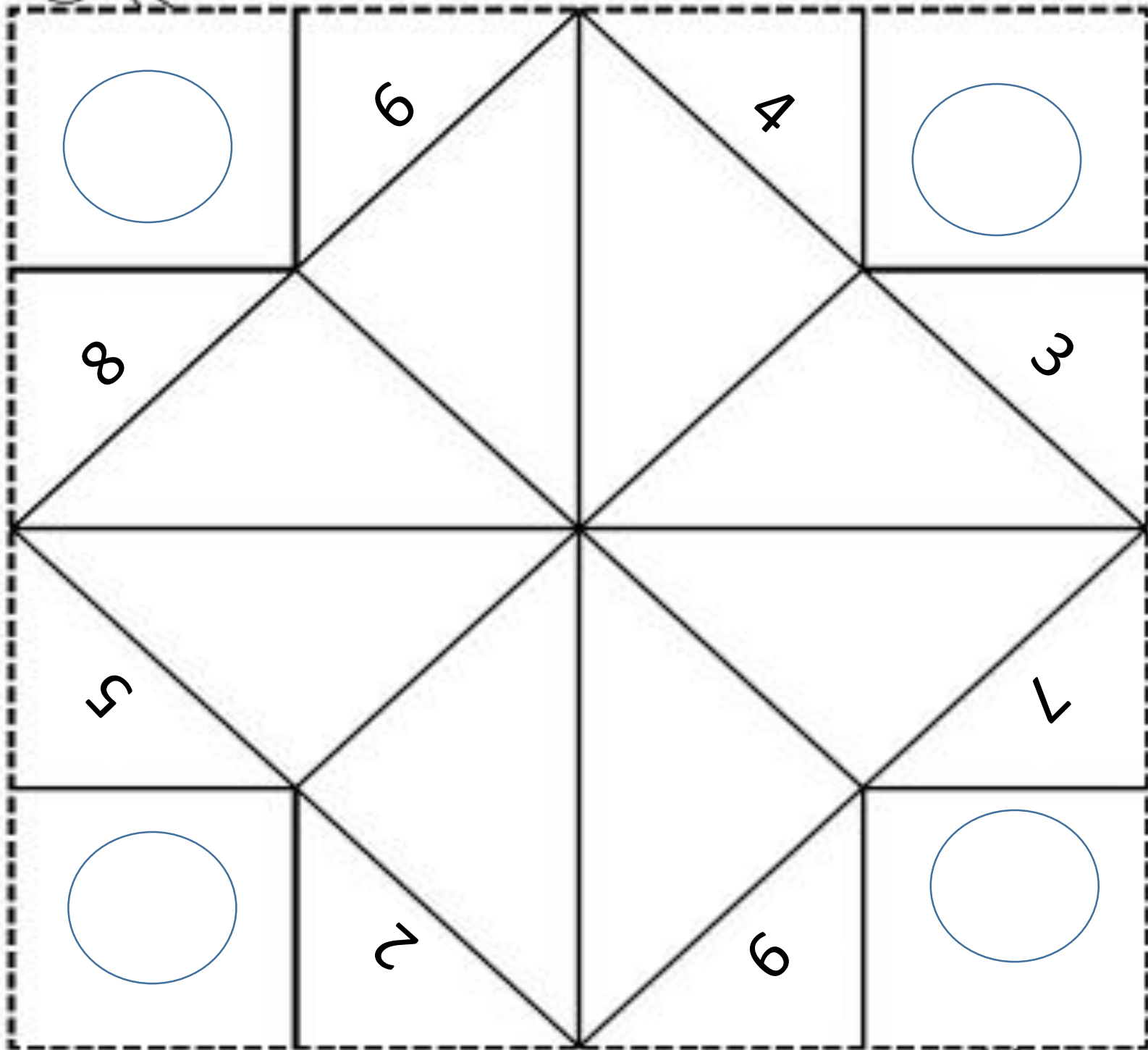
p.9: Víctor está cansado y feliz.

p.10: Víctor camina a la granja.

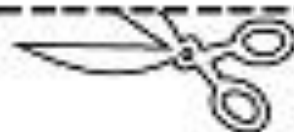
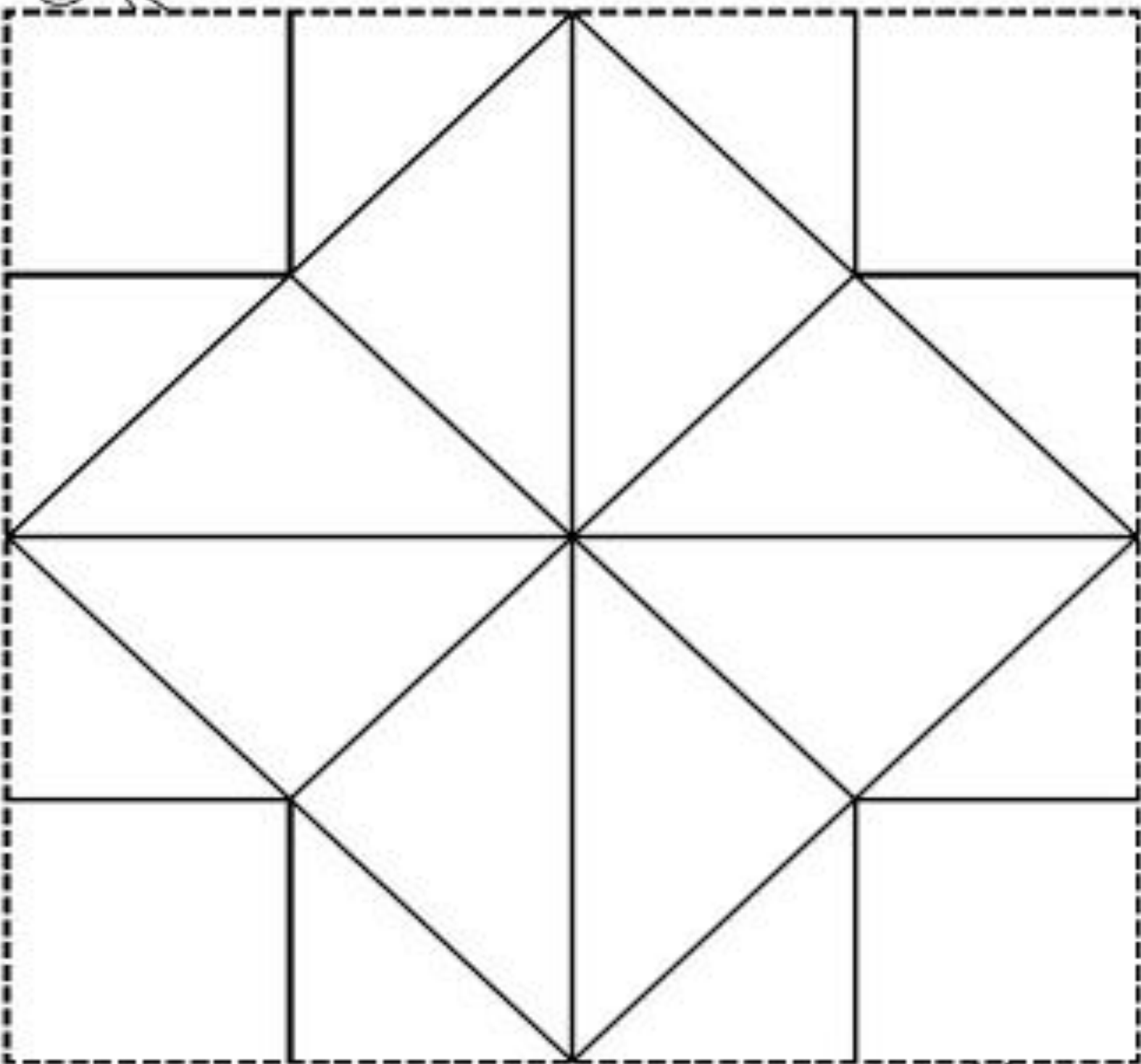
*Notice the verbs I used from the verb sheets to supplement the verbs we already knew. They conjugate like the rules we learned for conjugating –AR, –ER, and –IR verbs).

*Notice the number of words that we hadn't learned. There are only a few! See?! **You can do this!**

Make Your Own Comecoco



Make Your Own **Comecoco**



El Proyecto de la Familia



Project due on: _____

1. Draw or find a picture of a tree at least as large as a piece of computer paper. Be creative!
2. Use lines to connect your family members showing how they are related to you.
3. Include the following on your tree:

- 10 or more family members, including yourself, with color drawings or photos of each.
- Use the following sentences as a guide to describe yourself.

Yo soy name.

Tengo spell number in Spanish años.

- Use the following sentences as a guide to describe your family members.

Mi Spanish family vocab se llama name.

Tiene spanish number spelled out años.

- Spell all things accurately and WRITE OUT all numbers in Spanish.
- Use your best penmanship and create a neat and visually appealing project.

Rúbrico del Proyecto

muy bien

más o menos

Student included drawings/pictures of at least 10 family members including themselves.

5 4 3 2 1

Student accurately wrote a sentence explaining each person's relationship to him/her and his/her names.

5 4 3 2 1

Student accurately wrote a sentence describing each person's age, spelling all numbers out in Spanish.

5 4 3 2 1

Student described him/herself and wrote accurate sentences about their name and age in Spanish.

5 4 3 2 1

Spelling and grammar in Spanish is accurate.

5 4 3 2 1

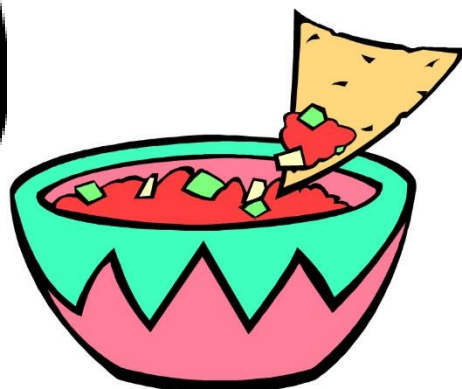
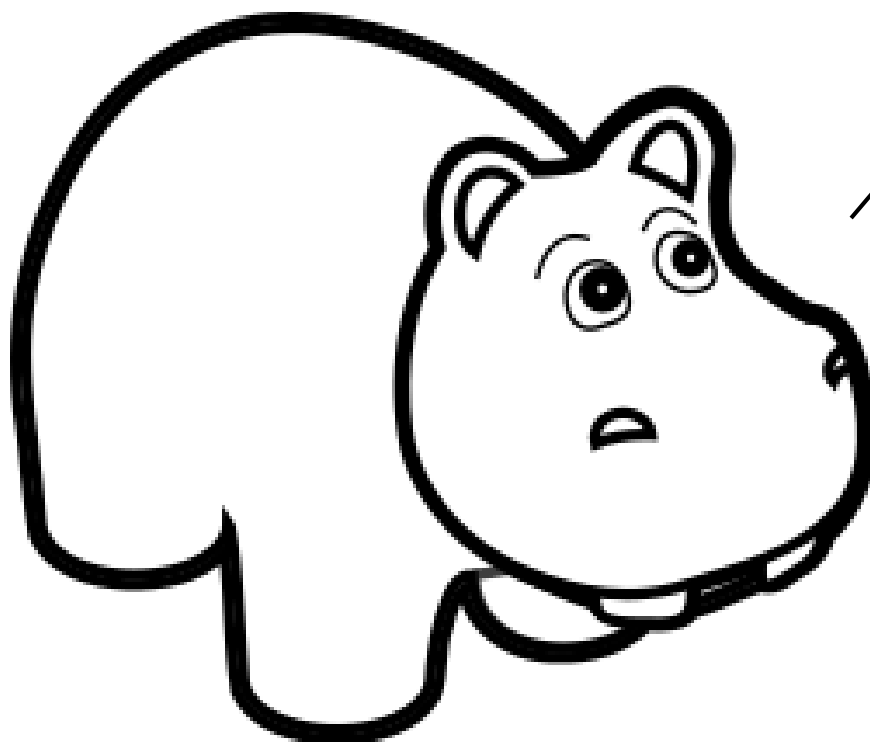
Student's work is neatly done and easy to read.

5 4 3 2 1

Total ____/30



América Central



My _____

Big _____

Gentle _____

Hippo _____

Eats Salsa _____

Not _____

Chunky Rice _____

Pudding _____

el Caribe



Crazy _____

Raccoons Drive (la) _____

Past Rudolph _____

América Sur



Very _____

Crafty _____

Elves _____

Put _____

Blueberry _____

Pancakes _____

Under _____

Antonio's _____

Chair _____

¡Visita a...

_____!

Por: _____

Datos

Interesantes:

- _____
- _____
- _____
- _____
- _____

Futura Language Professionals

Yo quiero viajar a

_____ porque...

Me llamo _____

¡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

