

Teachers please note: There are a lot of wonderful activities listed below, so please review this lesson plan carefully and choose the activities and songs that you want to use for this lesson.

1. **INTRODUCTION** Play Spanish music or sing some of the past songs the students have enjoyed from class. If you have maracas or sombreros bring them in to use while singing. Take attendance and review the classroom responsibilities. Remind the students about the parent showcase, which will take place the last class. Collect any RSVPs at this time. Discuss and practice the various activities and songs the class will be presenting to their parents. Decide on the best two songs the students sing and review them. The fiesta guidelines are on page 68 of the curriculum guide, this semester's theme is ¡Fiesta de Chocolate y Churros! Review the Chocolate Song and last week's culture lesson.
2. Sing the Weather Song standing with gestures. Review all weather phrases by showing flashcards with pictures and having the students call out the Spanish phrases.
 *Activity: Show the weather wheel and ask the students "¿Qué tiempo hace hoy?" Have volunteers answer in Spanish and move the weather wheel to point to the pictures that represent the phrases. Feel free to incorporate review of seasons and clothing. Example: ¿En qué estación hace frío? ¿Qué llevas en el verano?
3. Each week the students have been reviewing conversation questions and answers. Review past questions and answers and rehearse the skit the students will present at the fiesta that you introduced last week with the pictures. Use puppets to demonstrate the mini conversations with questions like, "¿Cómo estás? ¿Cómo te llamas? and ¿De dónde eres?" Review the conversational question "¿De qué color es?" by holding up an object to demonstrate the question and answer.
 * Activity: Have various objects in the middle of the circle that represent specific colors. For example: a red apple, a yellow rubber ducky, and a pink flower. Have the students one at a time choose an item from the center and ask another student "¿de qué color es?" and the other student will respond "es ____."
 *Activity: Another idea is to have a ¿Advinas de qué color es? The teacher can bring in objects, like the ones above. He or she can then put an object into a "secret bag". The teacher will then ask the class "¿De qué color es?" The students must correctly ask, "¿Es _____ color?" The teacher can say sí or no or even frío or calor. The student that correctly guesses the color and asks the question correctly can now be the "Secret Keeper."
 *Activity: Another similar way to create an element of competition is to divide the class into two teams. A player from each team comes up to the front of the room. The teacher has the secret object in the bag. When the teacher pulls out the object the students need to say the correct color of the object as quickly as possible. Whichever player answers correctly in Spanish first scores a point for his or her team.
4. La Ropa- Review all past clothing items by bringing in the actual clothing items or pictures to represent the items. Hold up the items and have the students call out the Spanish words. Have the students repeat after you for the items they don't remember.

*Activity: Play a game of Pictionary to review the clothing items. Start out by drawing a clothing item on the board and having the students raise their hand to guess the correct Spanish word. Then the winner gets to draw the next clothing item and have the class guess. Feel free to incorporate other lessons in this game as well, like weather or animals. You can also play this game in teams to challenge the students in a fun manner. Divide the class into two teams. One player from each team comes to the front of the room. The teacher either whispers a clothing item or shows it written on a piece of paper (depending on the age of the students). The players must then quickly draw the clothing item. Whichever team guesses the correct clothing item in Spanish first, scores a point for his or her team. Be sure to have the whole class orally repeat the vocabulary throughout the game to reinforce learning.

5. To review and combine lessons of seasons and clothing, quiz the students by showing pictures and having the students call out the Spanish vocabulary that matches.

*Activity: Split the class in two teams and make two symbol cards for verano and invierno. For example, you could have a snowflake and a sun. As you hold up an item of clothing, each team will need to hold up the symbol for verano o invierno that matches the appropriate time to wear the clothing. They need to then say the clothing item and the season to score a point for their team. You can extend this by using el otoño and la primavera cards as well.

6. **MERIENDA** (Snack and Culture time) Follow the regular snack guidelines and review *Por favor*, *gracias* and *de nada* with your class. Ask the students what culture topics they remember most and review them so that the students can discuss these with their parents next week at the fiesta. This week explain the Mexican holiday of Cinco de Mayo. Detailed information can be found on pages 64 and 65 of the curriculum guide. Tell the story and give it to the students to take home. Ask the conversation topic questions to further the students' interest and understanding. Feel free to do the craft creating Papel Cortado. Note: If your class does not take place around the time of this holiday, feel free to change the culture lesson to a holiday or event more appropriate. Remember that the craft should last no more than 7 minutes. Therefore, if students run out of time, they can finish them at home. You may want to save a few to hang around the room for the last class fiesta.

7. Review the colors by singing Los Colores to the tune of "Frere Jacques" and the Más Colores song from last week while holding up colored construction paper as you hear each color in the song or pointing to pictures on a poster. For the little kids, it may be fun to hand out some of the color squares, and then sit in a circle to sing the colors songs. As the student's color is called he or she can "pop up" holding the color square.

8. Review past body parts by singing Cabeza, Hombros, Rodillas, y pies and pointing to the body parts while singing. Review the vocabulary by using a picture of a person on the board or use a poster to point to the body parts. Point to the body parts and have the students call out the Spanish words. Have them repeat the vocabulary that they don't remember as well.

*Activity: Play the Cake Walk game to review the body parts and other level II Spanish vocabulary. Write numbers on construction paper and place them on the ground,

snaking around the room or in a circle. Put review questions and their corresponding numbers on slips of paper in a hat. A sample of questions is at the end of the lesson plan. Start the music and the students start walking on the numbers. When the music stops all the students must freeze on their number. Draw a slip of paper out of the hat. Whichever number you choose, the person on that number must answer the question. If the student answers completely and correctly he or she stays in the game and you resume the music. Then take that question out of the hat. If the student answers incorrectly he or she must sit out. Keep playing until only two students remain. The prize can be candy or stickers! You can create easier or more difficult questions depending on the age and level of your class.

9. Review all past animals by using colorful pictures or stuffed animals to represent the animals. Have the students call out the Spanish words and repeat the words they don't remember.

*Activity: Play the Habitat Game. Have notecards listing the different habitats for animals. For the younger students you will need to have a picture to represent the habitat. Example: A farm where the cow and pig belong. Bring in stuffed animals to represent the animals or note cards with pictures of them. Have the students get into two teams each with a set of the animals. Then have each team race to put the animals in the correct habitat. For the older students make it more of a challenge by listing the Spanish word for the animal on the note card instead of the picture. Review the names of the animals before or after the activity having the students repeating after you with different voices- maybe even the voice of the animal to make it more fun!

10. Play a game of Jeopardy to test the student's knowledge of the Level II topics. First, divide your class into two teams, and then write each topic on the board followed by 10, 50, and 100. One person from each team will start by saying the topic name and the number of points the question they will be given is worth. The higher the points, the more difficult the question. You will then use the questions that correspond to the points/topics listed at the end of this lesson plan. (You can add your own additional questions if you would like.) If he or she gets the question right they score a point for the team. If not, the other team has an opportunity to steal the point by answering the question correctly. Also, give the students the model sentence in Spanish. Ie: Topic name + por + number of points. Example: Los colores por diez.
11. **CLOSING** Sing the Adiós Amigos song or play Spanish music at the end of class as the students are cleaning and packing up. Hand out the newsletters and have the students say goodbye to you in Spanish before leaving. Make sure each student gets picked up by his or her parent or guardian and safely leaves your classroom. Remind them of the fiesta next week!
12. Extra activities if there is more time...
 - To review the colors, have the students find objects in the room that are the color that you call out in Spanish. You can make this a team game or an individual race to find the colors. This is a fun game that gets the kids moving around the room.



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*Variation: Have the students bring a small object, like a crayon, up to you with the correct color- This is then a race!

- Around the world is a great review game to play with the students. Have flashcards ready with all the level II vocabulary. For the younger students make sure to have pictures on the notecards or orally test the students.

Cake Walk Review Questions *Questions can be changed to easier or more difficult depending on the level and age of your class.

1. Answer the following question in a complete sentence, "*Cuál es tu color favorito?*"
2. What does "*hace viento*" mean?
3. Translate this sentence: *Tengo dos gatos.*
4. Name three animals found on a farm in Spanish.
5. What is the difference between "*camisa*" and "*camiseta*"?
6. Name three body parts from the neck up in Spanish.
7. Please tell me what this color is in English: *morado*.
8. Translate this sentence, "My favorite season is summer."
9. Answer the following question in a complete sentence, "*¿Qué llevas hoy?*"
10. Name two clothing items in Spanish that are specific to the *invierno* season.

Jeopardy Questions/Topics *Questions can be changed to easier or more difficult depending on the level and age of your class.

Colors

- 10- What is red in Spanish?
- 50- What does *anaranjado* translate as in English?
- 100- How do you say *What color is this?* in Spanish?

Weather and Seasons

- 10- What is the difference between *hace calor* and *hace frío*?
- 50- How do you say *spring* in Spanish?
- 100- Answer the following question in Spanish, *¿Qué tiempo hace hoy?*

Body Parts

- 10- What does *cabeza* mean?
- 50- Name two body parts from the neck down in Spanish.
- 100- Answer the following question in Spanish, *¿Cuántos dedos tiene?*

Clothing Items

- 10- How do you say *pants* in Spanish?
- 50- Name two clothing items that you are wearing in Spanish.
- 100- Name three clothing items that people may wear in the summer.

Animals

- 10- How do you say *dog* in Spanish?
- 50- Name two animals in Spanish that can be found in a zoo.
- 100- Translate this sentence: *Tengo tres pájaros azules.*