

***This is a simplified lesson plan outline to reference during class.**

Materials:

- Attendance List printed with Emergency Numbers
- Students Responsibility Poster & Star Chart
- Name stickers or name tents, ***Student certificates with sticker incentives optional- other incentives for middle school like games, prizes, cultural treats can be used instead.
- Cultural visuals from intranet if applicable
- Student Resource page copies for students, Practica I: Flashcards, *Soft toy, ball, or paper ball*, scissors

Vocabulary: Some Basics I: ¿Cómo se dice...?

¿Puedo...	Can I...?	No entiendo.	I don't understand.
¿Puedo ir al baño?	Can I go to the bathroom?	Repita, por favor.	Repeat, please.
¿Puedo usar el sacapuntas?	Can I use the pencil sharpener?	Más despacio, por favor.	Slower, please.
¿Puedo tomar agua?	Can I get a drink?	¿Cómo se dice ___ en inglés?	How do you say ___ in English?
¿Puedo ir a la enfermera?	Can I go to the nurse?	¿Cómo se dice ___ en español?	How do you say ___ in Spanish?
¿Puedo ir a la clase de ___?	Can I go to ___ class?	¿Me presta(s) _____?	Will you lend me _____?
¿Hay tarea?	Is there homework?	¿Tiene(s) otra copia?	Do you have another copy?
¿Cuál página?	What page?	¿Me ayuda(s)?	Will you help me?

1. **Class Greeting & Introduction**
 - a. Attendance Procedures
 - b. Name tags & Seating Arrangement

2. **Classroom Management Information**
 - a. Student Responsibility Poster
 - b. Star Chart with Certificates (if applicable)
 - c. Attention Getter

3. **Greeting Song Example here: <https://vimeo.com/255133842?share=copy> & Conversation practice**

4. **Review: Charades** - Divide the class into 2-3 teams. Have a hat or bowl full of command words from last week 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 with stickers.

5. **Introduce new vocabulary by handing out copies of the Student Resource page with the vocabulary list for the students & review with repetition and gestures when possible.**

- i. Work with the students to fill in the Practica I Flashcards using their resource page so they can refer back to it and practice. The English translation should be written on the back.
6. **Reinforce: Baloncesto** – Divide the class into two teams. Ask the student from the first team a question in Spanish, if he/she answers correctly with the English translation; they get to take a shot into the basket. You can have them use a soft toy, ball or paper ball to throw. You can use an empty trashcan, box, or outline on the ground/whiteboard 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. Questions should be based on the vocab they have learned.
7. **Practice: Practica II** – Challenge students to answer the first 'repaso' on the worksheet, they can work in pairs if they'd like. Then work as a group to translate the phrases.
8. **Notas Culturales:** Benefits of being bilingual – Use PDF file to share the benefits of learning a new language, especially Spanish! Feel free to share your experiences and opportunities you have come across. If you have any other fun things to share while it is Hispanic Heritage month, feel free to expand on what you shared from the last lesson.
9. **Interactive Activity: Tómallo Flash Card Race**
 - i. Separate the students into pairs and have them face each other at a table or on the floor. Use the flashcards provided, give a set to each pair, and have the students take turns writing the Spanish translation on the back of each flashcard. You can go through the spelling with them.
 - ii. Sitting across from each other, the students need to place the cards spread out over the area between them. This can be done with the Spanish side up for the first round and then the drawing side up for the next. When the students are ready, call out one vocabulary word at a time in the opposite language that is showing to the students (if Spanish word is up, call out the word in English. If the drawing is up, call out the word in Spanish). 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. If the students do not know the answer, you can permit them to turn over one card at a time. They may still find it first and win the card. You can be creative and have the students put their hands to their side, on their head, or sit on them before calling out a term. After all the cards are called, the student with the most cards wins.
 - iii. This gets competitive and needs to be prefaced with rules such as, no blocking, no touching all of the cards, no swatting hands away, etc.
10. **Closing & Goodbye song**- Example here: <https://vimeo.com/255134516?share=copy>
 - a. **If applicable- Hand out Reward stickers for Star Chart (place on certificates)**
 - b. **Orderly Dismissal (line up at door before dismissing class)**