

***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, Day 3 Connect Four and paper scraps/markers, Country Outlines, Scissors, student laptops, paper & writing utensils, Day 4 Map sheet, Day 4 Map Capital sheet, Blooket account, student flashcards

Vocabulary: Central America

¿Dónde está _____?	Where is _____?	Belice beliceño/a	Belize Belizean
¿De dónde eres (tú)?	Where are you (inf) from?	los Estados Unidos (E.E.U.U.) estadounidense OR americano/a	United States (USA) American
¿De dónde es usted?	Where are you (f) from?	Costa Rica costarricense/a	Costa Rica Costa Rican
¿De dónde es él/ella?	Where is he/she from?	Puerto Rico puertorriqueño/a	Puerto Rico Puerto Rican
(Yo) soy de _____.	I am from _____.	Guatemala guatemalteco/a	Guatemala Guatemalan
(Yo) soy _____.	I am (<u>nationality</u>).	Nicaragua nicaragüense	Nicaragua Nicaraguan
México mexicano/a	Mexico Mexican	Cuba cubano/a	Cuba Cuban
Panamá panameño/a	Panama Panamanian	El Salvador salvadoreño/a	El Salvador Salvadorean
Honduras hondureño/a	Honduras Honduran	la República Dominicana dominicano/a	Dominican Republic Dominican

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: Connect Four** - 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. (Students can use their resource pages if they would like for the continued practice if they need the refresh on past weeks vocab)with the most points wins. Questions should be based on the vocab they have learned.
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. Show them a map as you review the vocabulary to show where they are on the map. Focus on the main country vocabulary
6. **Reinforce: Day 4 Map Practice-** Challenge the students to fill out the handout by memory, they can work with a partner too. Then go over it as a class, having them call out the countries as you go through the number on the map
7. **Mata la Mosca:** Set out all of the countries with their names face down and separate the class into two lines. Once everyone is quiet and ready, call out a country. Have one student from each line race to flip over the correct country, first person to get it correct gets a point.
8. **Notas Culturales:** Have students work in partners or in groups of three to brainstorm a list of all the Spanish words they can think of that they know from their lives (People's names don't count). Give them only about 3-5 minutes to come up with the list and then have groups share their list to determine who had the most. You may want to give the winning group a sticker or some other recognition. You will likely get a lot of food words (taco, burrito, tortilla, etc.) and some common words (amigo, adiós, buenos días), but be sure to highlight geographical names (Nevada, Los Angeles, San Diego) and words of Spanish origin (rodeo, burro, adobe, armadillo, barbecue, canyon, chile, chocolate, etc.) on the Student Resource Page. Be sure to cover the reasons why so much Spanish is part of the English language—how much of the U.S. belonged to Spain and Mexico, as well as immigration to the U.S. and our shared border with Mexico.
 - i. **Give the students time to work on their projects if they remembered to bring their laptops, otherwise remind them for next class**
9. **Practice: Expand on the country practice and go over the capitals for each.**
 - i. Use Day 4 Map Capital practice sheet to reinforce
10. **Interactive: Blooket:** Create a blooket account before class starts. In the "Discover" tab, search FuturaSpanish. You should be able to search for the Central America set, play different games until class ends
11. **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)**