

***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, props if possible
- Student Resource page copies for students, vocabulary flashcards, (scissors if not previously cut), Práctica II sheets,

Vocabulary: Clothing, Agreement, and Indefinite Articles

| | | | |
|------------------------------|-------------------------|--|---|
| La ropa | The clothing | El vestido | The dress |
| Los pantalones | The pants | La blusa | The blouse |
| La falda | The skirt | La chaqueta | The jacket |
| Los pantalones cortos | The shorts | El abrigo | The winter coat/overcoat |
| La camisa | The shirt | Los vaqueros/los jeans | The blue jeans |
| La camiseta | The t-shirt | Los zapatos | The shoes |
| La ropa interior | Underclothing/underwear | El collar | The necklace |
| Los calcetines | The socks | Los aretes/los pendientes | The earrings (small) The earrings (dangly) |
| El suéter | The sweater | El anillo | The ring |
| La sudadera | The sweatshirt | Los lentes/las gafas/los anteojos | The glasses |

Definite articles = **THE**

Indefinite articles = **A, AN**
(un, una, unos, unas)

Changing "THE" to "A" =

El → _____

La → _____

Los → _____

Las → _____

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: Musical Chairs:** After going over last week's vocabulary, set up the chairs in classical format for the game with one less chair than there are students. After having them walk around the chairs for a bit with Spanish music playing (clear instructions to not touch chairs beforehand), pause the music and give them a sentence (ex: The girls went to school.) Then ask what subject pronoun would be used (ex: ellas). If correct, they can stay in the game. If incorrect, they get out and take their chair with them. You can have them use their resource page for the first one or two games and then challenge them to do it without.
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. You can refer to this vimeo examples for ideas on gestures:
<https://vimeo.com/739834166?share=copy> password: Educate2022
 - ii. <https://vimeo.com/859226172?share=copy> password: Pueblo2023 (from 0:00 to 0:56)
6. **Reinforce: Simón Dice:** After reviewing the gestures and vocabulary a couple of times, have all the students stand up to participate in a game of Simón Dice. Go through the vocabulary and gestures using the same rules as a regular game of Simon Says until you have a winner. You can do a couple rounds of this game.
7. **Notas Culturales: Traditional clothing in Spanish speaking countries:** Share the cultural images about the different clothing worn in Spanish speaking countries. Point out the differences and similarities in material, colors, patterns, and events that they are worn to.
 - i. **Mexico:** Ponchos, Huaraches, Pointy boots, sombrero, rebozo, Mexican skirts, quinceañera dress
 - ii. **Dominican Republic:** Wob Dwiyet, Black pants/White shirt/Red sash, creole dress
 - iii. **Cuba:** Guayabera shirts and dresses, quinceañera dress, rumba dress,
 - iv. **El Salvador:** Traditional dresses, headscarves/shawls, cowboy hats, boots/sandals
8. **Interactive: Pictionary:** Separate the students into 2 teams, one by one have a student from each team go to the white board to start a Pictionary round. The students can use gestures or the Spanish word to answer and gain a point, if they do both they gain 2 points. You can review the words and gestures before you start the game.
9. **Practice: Practica II Worksheets:** Work together as a group to fill out the page, encouraging students to take a guess on what indefinite article to use. You can write the connections on the board to help them out
 - i. Example:
El = Un
La = Una
Los = Unos
Las = Unas
10. **Interactive: Mata la Mosca:** You will need the student resource flashcards for this activity. You can either separate the group into 2 teams and play it the regular way where one person from each team races to smack the correct card before the other does, OR, you can have the students pair off and play their own game of Mata la Mosca where each team uses one set. You can then call out the words.
 - i. **Adaptation:** When reviewing the words you can have the students write the Spanish translation on the back of each flashcard. This can then allow you to have them either use the Spanish or the English side when playing Mata la Mosca and you would just call out the word in the opposite language
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)