

***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 (page 1 & 2), vocabulary flashcards (& scissors if not previously cut), "Repollo" paper ball with phrases (See **6. Reinforce**)

Vocabulary: Introduction to -AR verbs with Clothing

Llevar	To wear	¿Qué necesitas?	What do you (inf.) need?
Comprar	To buy	¿Qué necesita?	What does s/he, do you (form.) need?
Necesitar	To need	La talla	The size
Cambiar de ropa	To change clothes	Pequeño	Small
Buscar	To look for	Mediano	Medium
Mirar	To look at, to see	Grande	Large
¿Cómo está vestido/a?	How is he/she, are you (formal) dressed?	¿Cuánto cuesta/n?	How much is it/are they?
¿Cuál talla necesita?	What size does s/he, do you (formal) need?	Más grande	Bigger
¿Qué ropa lleva?	What is s/he, are you (formal) wearing?	Más pequeño	Smaller

AR Verb Endings:

Yo	-o	Nosotros	-amos
Tú	-as	Vosotros	-áis
Él/Ella/Usted	-a	Ellos/Ellas/Ustedes	-an

- 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: *Simón Dice*:** After reviewing the gestures and vocabulary a couple of times from last week, 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.

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.**
6. **Reinforce: Repollo:** (Traditional game from Nicaragua, similar to Hot Potato)
 - i. **Materials:** various sizes of slips of paper (quarter of a half sheet up to full pieces of paper) with pictures, questions, or terms being practiced that need to be translated to Spanish on each piece of paper. Crush the first piece of paper into a ball and add each slip of paper around it to act as "leaves" of a "cabbage". Keep adding papers around the paper ball and press it together, molding and shaping the "repollo" as you go. Use larger pieces of paper as the ball gets bigger.
 - ii. **Directions:** Students pass around *el repollo* around a circle, similar to Hot Potato. Play music or tap a beat as the student pass around the ball. When the music/tapping stops, the student with the paper ball removed a paper "leaf" and answers the question/translates the term into Spanish. You can have the passing go faster or slower based on the music or tapping if desired. Continue the game until *el repollo* is completely unwrapped.
7. **Notas Culturales: Latin America Birthday Traditions**
 - i. Use the Culture document to share some birthday traditions with the students.
 - ii. You can show pictures from the PowerPoint or the video below as visuals
 1. <https://www.youtube.com/watch?v=j11cQ9Lrx9Y> (Las Mañanitas song)
8. **Interactive: Hot Seat Relay:**
 - i. **Materials:** Large open space with two rows of chairs facing each other about 4-5 feet apart, one chair per student. Move all of the desks out of the way except two. Place one desk/chair at the front of each row of chairs. (Make sure to place desks/chairs back at the end of the game)
 - ii. **Directions:** Divide the students into two teams. Have each team sit together in one of the rows of chairs. Teacher stands in the front of the two rows by the desks. The two students who are seated closest to the front will compete trying to answer the teacher's question (similar to around the world). Player option 1: if a student knows the answer, he/she needs to stand up and run to the end of the row, tag the wall and run back and sit in the desk in front of the teacher before his/her opponent. He/she can then attempt to answer the question. If the answer is correct, he/she earns a point for his/her team. If the answer is incorrect, the opponent gets a chance to steal. Player option 2: if a student does NOT know the answer, he/she can run up to a player on his/her team and ask for the correct answer. The team member must whisper the answer in his/her ear however he/she must then go back and tag his/her chair before continuing to tag the wall and run back to sit in the desk in front of the teacher. At the end of the turn, all students shift up one chair and the current players go to the end of the rows for their team.
9. **Practice: Student Resource for Clothing and -AR Verbs (Page 2):** Work as a group to compete the second page of the Student Resource document. Encourage the students to try and figure out the answers before working through them.
10. **Interactive: Roll Dice:** Have the students either sit on the floor in a circle or bring their chairs to sit in a circle.
 - i. One dice should represent the following terms: 1. Llevar, 2. Comprar, 3. Necesitar, 4. Mirar (If they get 5 or 6, they get to skip).
 - ii. The other dice will represent the AR Verb endings: 1. -o, 2. -as, 3. -a, 4. -amos, 5. -áis, 6.-an
 - iii. You can write these numbers and terms on the board or on a sheet of paper to refer back to and so the students can see. Have them take turns to change the verb they land on from the first dice to the proper -AR verb ending on the second dice
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)