

# Activities for Successful Spanish Classes

## Volume 2



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## Materials needed for the activities in this book:

Before purchasing supplies, ask your school secretary if he/she has any of the following you can use in your classroom. Seek out any other needed materials from your local dollar store.

- Dice (15+)
- Colored construction paper
  - cut into small squares for place markers (30+ of various colors)
  - 15 small zip-locs with about 15 small squares of construction paper of two different colors (used for Connect 4 (from Volume 1), Tic Tac Toe and Juego de Damas)
- Plastic sheet protectors
- Popsicle sticks
- Thin dry/erase markers
- Small and large ziploc bags for organization
- Small Jenga sets (8-10 sets from dollar store)
- Colored permanent markers (thin for labeling)
- Colored index cards (small size)
- Post-it notes (small)
- Small brown paper bags or small containers
- 5x7 index cards
- 10 small foam balls
- 2-3 medium sized foam/squishy balls
- Paper plates
- 12 decks of cards (the dollar store sells 2 decks for \$1)
- Colored cardstock
- Stickers for prizes
- Dry/erase board sets (small dry/erase boards, dry/erase markers, erasers) \*Ask your school if they have some you could use OR usually Math classes have these you can borrow.
- **Basic desk supplies supplied by the school:** tape, scissors, glue, highlighters, markers
- **Optional:** 10-15 checkers sets from the dollar store (enough for one set/two students)

**TIME SAVER:** For grades 3+, type up current vocabulary (in English) that students are practicing using a numbered format, from 1-41. Some of the vocabulary can be repeated as needed, or choose to review material from previous units keeping in line with Futura's **Building Block Method**. Make copies of the numbered vocabulary list for each pair/small group and reuse it to play **EACH** off the following games: **Caídas y Escaleras, Caramba! Card Game- Revised, Juego de Damas, Spanish Jenga, Buena Suerte Board Game** (Type the most important vocabulary first, since some games don't use all numbers)

# Partner Activities-

- **Juego del Alfabeto (Template, p. 25)** (10-15 minutes) -Grades 1+  
**Materials:** Copies of the template for all students  
**Directions:** Students work alone or in pairs to come up with Spanish words that they know that begin with each letter of the alphabet. Encourage them to look around the classroom, at previous vocabulary pages, worksheets, etc.
- **Roll a Word Race- Elementary (Template and Example, pp. 26-27)** (10-15 minutes) -Grades 1-3  
**Materials:** Template with the numbered first row filled in with six current vocabulary words in Spanish with a picture/drawing above each to show meaning, one for each pair of students; one die per pair  
**Directions:** The students take turns rolling the die and writing the word under that number one time in the next blank for that word. The goal is to see which word will win the race by getting written in all of the blanks underneath first. Students can write a number one next to which word gets first place, a number two next to second place, etc. This activity drills six terms and works best if there is a picture of the term above it to reinforce meaning each time the students are writing. See example for clarification. Encourage students to say the terms aloud each time they are written.
- **Tic-Tac-Toe with flashcards (Handout, p. 28)** (10-15 minutes) -Grades 3+  
**Materials:** Copies of the template for every two students (could be placed in plastic sheet protectors to make them last longer); current sets of flashcards for every two students; place markers of two different colors like the sets used for Connect 4.  
**Directions:** Students choose 9 random flashcards and place them one in each box of the Tic-Tac-Toe board with the Spanish facedown. They take turns playing the Tic-Tac-Toe game and saying the Spanish equivalent for the card in the place they'd like to go next. To check their work, they flip over the card to reveal the Spanish side and make sure they said it correctly. If so, they place a colored place marker for their color on top of that spot on the board. The game continues until one of the players wins at Tic-Tac-Toe. Those cards should be replaced with 9 new cards from the pile so that more vocabulary can be reviewed each round.
- **Rock, Paper, Scissors in Spanish** (5-10 minutes) -Grades 3+  
**Materials:** Poster board with the Spanish terms and phrases below for student reference.  
**Directions:** Introduce the terms: *papel, piedra, tijeras*. Refer to the poster with the terms as you have the class repeat. Write and teach the phrases, "piedra gana a tijeras," "tijeras gana a papel," "papel gana a piedra." This is a traditional game that students can use going forward when breaking a tie in other class games.
- **Cuerpo Chaos- Body Parts Review** (10-15 minutes) -Grades 3+  
**Materials:** Small post-it notes—one stack for each pair; list of body part vocabulary for each pair  
**Directions:** Students work in pairs to label each other by writing the Spanish terms for the body parts on post-it notes and placing the post-its on that body part of their partner. This could be a

timed activity or race or simply a reinforcement of the vocabulary at hand. This could also be conducted in small groups with multiple students working on labeling one student's body.

- **Hangman/Ahorcado (Template, p. 29)** (5-15 minutes) -Grades 3+

**Materials:** Copies of the template placed in plastic sheet protectors and thin dry/erase markers (one for each group of 2-3 students)

**Directions:** Students take turns playing the classic game of Hangman using the template provided. Students should use current and/or reviewed Spanish vocabulary lists depending on the teacher's directions. A lead student draws a line for each letter in the word he/she chose from the list. The other players take turns asking in Spanish if there are certain letters in the mystery word. The lead student then crosses off the letter from the alphabet to indicate that the letter was already asked about and writes in the letters on the dashes if they were guessed correctly. If a student guesses a letter that isn't in the mystery word, the lead student begins to draw a stick man piece by piece for each incorrect letter. The goal is for the students to guess the word before an entire stickman is drawn. The student who guesses the word first is the next lead student.

**Variation:** This could also be conducted on the board and played as a whole class game. (Hint: review the "Alfabeto" song before playing this game so students can ask for letters in Spanish with better pronunciation.)

- **Dados de Vocabulario (Template, p. 30)** (10-15 minutes) -Grades 3+

**Materials:** Copies of the template filled in with current vocabulary in English- one for every pair of students; two dice for each pair

**Directions:** Students take turns rolling the dice and finding the word that corresponds to the numbers on the template. He/she then says the term in Spanish. The other student continues in the same manner. Students can use their notes if the material is new. Students can also keep score and give themselves a point if they say the word correctly.

- **Juego de Damas (Handout, p. 31)** (15-25 minutes) -Grades 4+

**Materials:** Copies of the template and place markers (12 of each color for each pair of students); A printout of vocabulary or questions that you'd like the students to review as they play the game numbered 1-32. Optional- Dollar stores often carry checker boards that come with pieces. You could purchase enough for every two students and use a permanent marker to write numbers on the red squares. (Be sure to save these!)

**Directions:** Model how to play checkers. If you are unsure, search YouTube and make sure you are familiar with the traditional game and ready to teach the class. Every time a player moves a checker, he/she must look at the corresponding printout of vocabulary and say a word/phrase in Spanish. Encourage students to use their Student Resource Page if the material is new.

- **Boggle (Handout, p. 32)** (5-15 minutes) -Grades 4+

**Materials:** Copies of the template for all students with letters filled in the boxes. Be sure to have several vowels included; current vocabulary lists and previously taught lists

**Directions:** Students work alone or in pairs to come up with as many words as they can in Spanish using only the letters in the boxes. Students could review previous vocabulary lists as needed to help them.



- **El Teléfono- Dialog Writing (Handout, p. 33)** (5-10 minutes) -Grades 4+  
**Materials:** Copies of the template for each pair of students; Notes on greetings and goodbyes  
**Directions:** Students work in pairs to write a telephone texting conversation between two people in Spanish. They should present their dialogues to the class.
- **Laberinto- Multi-choice Maze (Template, p. 34)** (5-10 minutes) -Grades 4+  
**Materials:** Use the template and a current vocabulary list to create a maze through the boxes and spokes on the paper. This is a bit labor intensive but once it is created can be used from year to year. Begin in the box labeled, "Empieza" with a word in Spanish. On the spokes coming off of that box, write the correct translation in one spoke and incorrect translations in the other spokes coming from that box. Follow the correct spoke to the next box and write a word in Spanish in that box continuing the pattern to wrap around the paper and create a maze of correct answers for the students to follow, ending with the bottom righthand box labeled, "El fin." Fill in any boxes and spokes with extra terms as needed. Make copies for every student or every pair depending on your preference.  
**Directions:** Students work alone or in pairs and use a highlighter or marker to follow the correct answers through the maze. If working in pairs, students should take turns for every box and continue the maze back and forth so that each player gets an equal opportunity to write.
- **Dot Game (Template and Example, pp. 35-36)** (10-15 minutes) -Grades 5+  
**Materials:** Copies of the template filled in with current terms in English following the example on Time- one for each pair; highlighters of two different colors for each pair  
**Directions:** Students make one line connecting any two dots on the paper and say the Spanish equivalent of the English that is listed between those two dots. The players take turns connecting two dots until someone can close off a square on the paper. Once this happens, he/she can write initials in that box to claim it. The game continues until all of the paper is boxed off. The winner is the student with the most boxes. Alternatively, since game time varies and may take longer than desired, the student with the most boxes in each pair when the teacher says time is up, is the winner.
- **¿Advina Qué? / Guess Who? (Template and Example, pp. 37-38)** (15-20 minutes) -Grades 5+  
**Materials:** Copies of the template filled in with current vocabulary pictures or terms in Spanish- one for each student; scissors to cut the 'flaps'  
**Directions:** Before they begin, each student needs to cut the 'flaps' where indicated on the dotted lines, so that they can be folded up and down as needed. They also must secretly write down a term from the game, for example, "la carne." Students then pair up and ask/answer yes or no questions trying to guess which secret word their partner chose. As they gain more insight about the mystery word, they fold down terms that no longer apply. Students could ask about colors or any categories to group the options from the game board. For the food example, students could ask, "es un postre?" or "es para desayuno?" to try to narrow down the remaining food flaps to figure out their partner's mystery term first. The game continues until one of the partner's guesses correctly. The players then choose a new mystery word to write down and flip up all of the flaps to play another round. Students may need model questions on the board for this activity pertaining to the vocabulary being reviewed.



- **¿Qué estás haciendo?/¿Qué haces?** (5-10 minutes) -Grades 5+  
(Good for gerunds and reflexives)  
**Materials:** Current Student Resource Pages for students' reference during activity  
**Directions:** Split the class into pairs or groups of 3. One person says what they are doing and the other person has to do it.  
\* Person B asks, "¿Qué estás haciendo?"  
\* Person A thinks of something he is doing and responds, "Yo estoy nadando".  
\* Person B pretends to swim.  
\* Person A asks, "¿Qué estás haciendo?"  
\* Person B (while still swimming), has to think of something he is doing and respond.  
Example: Yo estoy leyendo un libro.  
\* Person A pretends to read a book.  
\* Person B asks again, "¿Qué estás haciendo?"  
This continues for as long as possible. When someone can no longer think of something to say, the other person wins. Encourage students to have their Student Resource Pages readily available to help them think of new things to say.
- **Mad-Libs en Español (Handouts, pp. 39-40)** (10-15 minutes) -Grades 6+  
**Materials:** Copies of templates (both pages) for every two students  
**Directions:** Pair students and hand out the first page of the template. Students should work together and take turns filling in "page 1" using their Student Resource Pages and prior knowledge. After most are complete, hand out "page 2" to each pair to quickly write in the answers from "page 1" into the numbered blanks. Allow pairs time to read their silly story aloud to each other. After a few minutes, have a few volunteers share the stories aloud with the class as time permits.

## Small Group Activities-

- **Caramba! Card Game- Revised** (10-15 minutes) -Grades 2+  
**Materials:** Colored index cards; small ziploc bags; copies of numbered vocabulary lists 1-20 that you'd like to have students review in Spanish  
**Directions:** (This revision allows teachers to reuse the Caramba! sets they create over and over for multiple vocabulary with little prep.) Count out 23 index cards of one color. Write the numbers 1-20 on one side of each card, pressing lightly. Write the word, "Caramba" on one side of the last three cards, pressing lightly. This creates one set of Caramba cards. Place them in a ziploc bag. Repeat this process to create 8-10 sets of various colors. Once these card sets are created, they can be reused to play the game over and over with various vocabulary lists. Simply create and copy various lists of vocabulary numbered 1-20 in English for students to reference.  
*Please note: Colors can be repeated. The colors simply help keep the cards organized and make it harder to see through.*  
**How to play:** Create groups of 3-4 students and hand each group a ziploc bag and a copy of the vocabulary list you'd like them to practice. Students need to mix up the cards face down to create a "lago" in the middle of the group. Students should take turns choosing any card from the "lago". They should look at the corresponding number on the handout to say that numbered

vocabulary word in Spanish. If the student says the term correctly, he/she keeps the card in a pile in front of him/her. If he/she doesn't know the answer, group members can help but the card has to be placed back into the "lago" and the "lago" needs to be mixed up a bit. When a student picks a card labeled, "caramba," he/she must put ALL of his/her cards back in the "lago" and mix it up. The goal of the game is to have the most cards in your pile when the teacher ends the game. Limit this game to ten to fifteen minutes, as it has no ending and would go on forever.

- **Buena Suerte Board Game (Handout, p. 41)** (10-15 minutes) -Grades 2+  
**Materials:** Copies of the game board for each group of 3-4 students; list of current vocabulary in English to be practiced, numbered 1-37 (one copy per group); small pieces of colored paper for place markers; dice  
**Directions:** Each group receives one game board, one copy of numbered vocabulary, place markers of a different color for each group member, and one die. Students take turns moving through the game board by rolling the die. They will then move the number of squares on the die and say the corresponding Spanish word from the numbered printout. Students must follow the arrows on the game board if they land on a space with an arrow. If a student lands on a square with a word he/she does not know in Spanish, that student must go back to the place he/she was on the board from the previous turn. Whichever student reaches the end of the game board first is the winner.
- **Caídas y Escaleras (Template, p. 42)** (10-15 minutes) -Grades 2+  
**Materials:** Copies of the template filled out with current vocabulary in English written in each box; copies for each group of 3-4 students; one die and colored place markers for each group  
**Directions:** Students roll the die and move along the game board having to slide down or climb up the slides and ladders on the board while speaking the Spanish for the square they land on the game board. Pictures/drawings could be used instead of words if necessary. Optional Extension: Instead of writing on the template (since each square is already numbered), type up a list of current vocabulary in English and number them 1-41. Students can then use the blank template and play the game referencing the list you made to translate the corresponding number each time it is their turn.
- **Corazones y Diamantes (Template and Handout, pp. 43-44)** (20-25 minutes) -Grades 3+  
**Materials:** Template filled in with current vocabulary in English that you'd like students to review- one for each group; deck of cards for every 3-4 students  
**Directions:** Cards are shuffled and 7 cards are dealt to each student in the group. The cards left form a pile in the middle and one card is flipped over to start the game. Students take turns discarding based on the current card showing in the discard pile. Similar to UNO, students can discard from their hand a card of the SAME suit or of the SAME number (different suit). Whenever a card is discarded, that player must find his/her card on the template and say the word in Spanish that correlates with that card. If a player doesn't have a card of the same suit or number of the card showing on the discard pile, he/she needs to pick one card from the pile to add to his/her hand. The goal is to get rid of all of your cards before any other player. When a player has one card left, he/she needs to say "uno" before any other player notices that he/she has only one card left. If he/she doesn't say "uno" before someone notices, he/she needs to grab two more cards for his/her hand. Optional Extension: Print the "Directions Page" for each group to

make the game even more competitive and fun. This option has more directions for various cards that are played. This would be appropriate for grades 5+.

- **Magic Squares Puzzle (Template and Example, pp. 45-46)** (10-15 minutes) -Grades 3+  
**Materials:** Copies of the puzzle filled out by the teacher with Spanish and English meanings written on corresponding edges of the puzzle (see the example for help); scissors; ziploc bags to store each puzzle  
**Directions:** Print template and write Spanish/English meanings on the edges of the puzzle squares. See example for clarification. Cut the puzzles apart and store in ziploc bags. Make enough puzzles for every 3 students. Students work together to construct the puzzle and realign the 4x4 square by matching the Spanish to the English meanings. If the material being studied is new, allow students to use their notes as needed. This can also be conducted as a race. Students could all begin when the teacher counts down and the winning team could earn a sticker or a pencil, etc.  
**Optional Extension:** Students in grades 5+ could create their own puzzles using the current vocabulary list. Simply make copies of the blank template for them to fill in. They could then cut the squares apart and switch puzzles with classmates to practice numerous vocabulary terms.
- **Vocabulary Dice (Template, p. 47)** (5-10 minutes) -Grades 3+  
**Materials:** Copy the template on cardstock and cut/form cube by gluing flaps. Make enough for a class set (one per group of 3 students); current flashcards for every group; scrap paper or dry/erase board set  
**Directions:** Students take turns rolling the die, choosing a flashcard and completing the action the die suggests for that vocabulary word.
- **Seis Review Game** (5-10 minutes) -Grades 4+  
**Materials:** Short answer worksheet or homework assignment for all students, one pencil and one die per group of 3 students  
**Directions:** Have all of the students put away their writing utensils. Pass out papers reviewing current material to each student. Divide the class into groups of 3 and hand one student in each group the die and one student in each group a pencil. When instructed to begin, the student with the pencil can start working on the assignment, the student with the die begins rolling the die over and over trying to get a "seis" and the third student waits for his/her turn. When the 'roller' does roll a "seis," he/she says, "SEIS" loudly and passes the die to the student waiting her/her turn. Then, he/she gently takes the pencil away from the current writer who has to stop writing, sometimes mid-word. He/she becomes the writer. This continues around the circle as the roller attempts to roll a "seis" causing the switch of roles within the group. This works well to fill the last 7-8 minutes of the class period using the homework assignment as the worksheet at hand. When the time is up, the student with the most complete paper and most correct answers is the winner. This is a good activity to play until the bell rings to end class. The teacher has the option of instructing all of the students to finish the remaining questions for homework due the next class period.
- **Spanish Jenga!** (15-20 minutes) -Grades 3+  
**Materials:** Traditional sized Jenga games or miniature Jenga games (from a dollar store)- enough games for every 3-4 students; various colored permanent markers; copies of numbered list of vocabulary or short answer questions that you'd like the students to practice (the list should be the same number of blocks in each set); large ziploc bags to store each game set

**Directions:** Label the blocks in each Jenga game from 1-36 (or up to the number of blocks in each set) using a different colored permanent marker for each game. Type up and copy a list of the same number of vocabulary or short answer questions that you'd like the students to practice and review. In groups of 3-4 students, pass out a Jenga game and a copy of the question list. Students work together in their groups to construct and play the traditional Jenga game. However, before placing a block on the top of the tower, the student must look at the number on the block and seek out the corresponding question of that number on the handout and say the term/answer the question in Spanish. The game continues until a player accidentally knocks down the tower. All players should help reconstruct the tower to save time and play again as time permits. Use the large ziploc bags to store the game sets. This game can be reused for any vocabulary if a list of numbered material is created to correspond with the numbered blocks.

- **Mano Nerviosa Card Game** (Traditional counting game from Peru) (15-25 minutes) -Grades 3+  
**Materials:** Decks of playing cards; two decks per 4-6 students, shuffled together; board space to write the numbers in Spanish 1-14 and the reference numbers below  
**Directions:** Divide the students into groups of 4-6 students. Write the following on the board for reference: "ace=1, 2-10=2-10, jack=11, queen=12, king=13, joker=14." Divide all of the cards evenly among the players. One person starts by laying a card face up, in the middle, and saying, "uno." The play continues clockwise, laying down the card from the top of their personal pile and counting up to "catorce." After 14, the players start over at "uno" and count up again. Anytime a number is placed in the middle that matches the number spoken, any player can slap the pile. The first person to hit the discard pile wins the entire pile to add to their personal deck. The first person to win all of the cards is the winner of the round. If anyone loses all of their cards during the game, they can still slap the discard pile, which means everyone is still engaged in the game right up until the end!
- **Reloj Spanish Card Game** (Traditional counting game from Spain) (15-25 minutes) -Grades 3+  
**Materials:** Decks of playing cards; one deck per 4-5 students; board space to write the numbers in Spanish, and Spanish names for face cards, which students can reference during the game.  
**Directions:** Shuffle the cards and deal the entire deck evenly to the group members, making piles with cards face down in front of each player (similar to how cards are dealt for the game *War*). Students do not look at their cards. Going clockwise, the first player flips over the top card from his/her pile and puts it in the middle (discard pile) and says, "reloj," to start the game. The next student flips over his/her top card and says "uno." The next player does the same and says, "dos," and so on up "rey" whereupon you start again with "reloj." NOTE: Ace is considered "uno", a ten is called "caballo," the jack is "sota," queen is "reina," and king is "rey." "Reloj" is a safe word since no card corresponds with it in the deck. \*\*The goal of the game is to get rid of all of your cards first. If a student flips over a card and says the same number as the card he/she flipped, he/she must take the entire discard pile.
- **Conversation Station (Handout, p. 48)** (5-10 minutes) -Grades 5+  
**Materials:** Copies of the template (on cardstock if desired) cut into strips and placed in cups or jars (one per group of 3-4 students)

**Directions:** Use the cups/jars when students have extra time after an assessment or other activity, instruct them to work groups to ask/answer each other the questions in Spanish. This is also a great warm-up or end of class activity.

- **Cucharas Card Game (Templates, p. 49-51)** (20-25 minutes) -Grades 6+ (Students need to know AR verb conjugation and numerous AR verbs)

**Materials:** Print sets of the template pages on cardstock and cut them apart to make sets of cards for every 4-5 students. Use various colors of cardstock for each set to help keep the cards together.

**Directions:** This is a twist on the classic card game using verb forms. Students play the card game, trying to collect all 6 verb forms for one verb in their hands. The dealer shuffles and deals out 6 cards to all students (groups of 4-5 work well). Students always have 6 cards in their hands. The dealer then picks up one card at a time from the pile and looks at it to see if he/she wants to trade it for one in his/her hand. Then, he/she passes it to the next person in the circle who does the same. In the middle of the groups are spoons (one less than the number of players). As soon as a player has collected all 6 verbs forms for ONE verb, he/she will sneakily grab one of the spoons and keep pretending to play. Other players who notice can grab a spoon as well as soon as one is taken. The player that doesn't have a spoon at the end now has a "C", spelling out "CUCHARAS" to keep score. The goal is to not get any letters. Cards are shuffled again to play another round. This game would be age appropriate for middle school.

## Teacher Led/Whole Class Activities-

- **Four Corners (with a Twist)** (5-10 minutes) -Grades K+

**Materials:** 3-4 corners of the room labeled with a vocabulary or grammar choice. For example, "el, la, los, las," "yo tengo, yo soy, yo estoy," "un, una, unos, unas," "invierno, verano, primavera, otoño," etc.

**Directions: Traditional Four Corners:** Teacher says a word or phrase and the students walk to the corner with the corresponding answer. (Some questions may have more than one correct answer.) For example: For seasons, the teacher would say a weather term like "Hace frío" and the students would move to the season that is most likely to have that weather pattern in this case, "invierno". For articles, the teacher says a vocabulary word and the students move to the appropriate article for that word. For example: If the teacher calls "blusas", students would move to "las" or "unas."

**Directions: Four Corners with a Twist:** Students play the game as above, but this time there is a student chosen to be in the middle of the room with his/her eyes closed. The teacher says the term/phrase and the rest of the class moves to the corner as they did above. Once all students have chosen a corner, the student with his/her eyes closed points to a corner without opening his/her eyes. Any students that are standing in the chosen corner are "out" for that round. The student in the middle changes with each question.

**Optional Extension for Grades 4+:** Break the students into pairs and instruct them to write the labeled corners on scrap paper, and brainstorm terms they have learned that fit in each



category. For example: If reviewing "el, la, los, las," tell the students to write those labels on the paper and think of vocabulary that fits under each. This could be a timed race if desired. Give students 3 minutes to brainstorm as many as possible and review as a class to see which pair came up with the most vocabulary.

- **Repollo Question Game** (10-20 minutes) -Grades K+

(Traditional game from Nicaragua similar to Hot Potato)

**Materials:** various sizes of slips of paper (quarter of a half sheet up to full piece of paper) with pictures (for younger grades), questions or terms being practiced that need to be translated into 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.

**Directions:** Students pass around *el repollo* around a circle, similar to Hot Potato. The teacher plays music or taps on a desk as students pass the ball. When the music or tapping stops, the student with the paper ball removes a paper "leaf" and answers the question/translates the term into Spanish. Start the music or tapping again. The ball moves around the circle until it stops and the next student unwraps the next paper and answers/translates. The game can get faster or slower based on the music or tapping if desired. The game continues until *el repollo* is completely unwrapped.

- **Heads Down, Vocab Up!** (5-15 minutes) -Grades K+

**Materials:** Index cards with current vocabulary

**Directions:** Pick 5-6 student to be "it". Give each of these students a notecard with a vocabulary word in English (picture cards can be used for non-readers). Turn off the lights and the rest of the class must put their heads down (no peeking) and one thumb up on their desk. The students chosen go around the room and pick someone by touching his/her thumb. When the teacher turns the lights on, those picked stand up and try to guess who picked them. Rather than calling out the student's name who he/she believes touched his/her thumb, they must call out the vocabulary word in Spanish that the student is holding. If the students standing guess the student correctly AND say the Spanish word correctly, they get to trade places and be "it" for the next round. If they get either incorrect, they sit back down. Review the vocabulary terms orally with the class and switch out the index cards with different terms so more can be reviewed each round.

- **Luz Roja, Luz Verde- Verb Practice** (10-15 minutes) -Grades K+

**Materials:** Open space in the classroom, gym or outside

**Directions:** Teach students the commands, "luz roja"- students freeze, "luz verde"- students move toward the teacher, "regresa"-student is sent back to beginning for moving after "luz roja" is called. After they are familiar with the commands, review things they have learned like, "camina," "corre," "nada," "baila," etc. and include them in the game by instructing the class to complete the actions as they move during "luz verde." Older and advanced students can be given more extensive directions such as, "conduce un carro," "juega fútbol," "toca la guitarra," "nada como un pez," "vuela como un pájaro," etc. The teacher can also model the directions for younger students to copy the actions.



- **Camino de Colores** (5-15 minutes) -Grades K+  
**Materials:** construction paper of various colors (numerous pieces of each color); space for students to move around  
**Directions:** Have the students help you spread the colored paper randomly across the space. Put out several of each color. Divide the class into 3-4 groups and have each group stand on different sides of the playing area. Next, callout a sequence. For example, "rojo- verde- azul – amarillo" With younger students you can start with two or three colors and work your way up. The students need to remember the sequence and run from color to color in that order. Tell the students to say the color aloud in Spanish as they reach it to reinforce the target language. When the students have completed the sequence, they run back to their original group starting place. This is not a race but rather an interactive activity for all. Allow older students to take turns calling out the sequences as well. This could also work with picture or word cards of various vocabulary scattered on the floor the same way.
- **En la bolsa!** (5-15 minutes) -Grades K+  
**Materials:** flashcards or slips of paper with words or pictures correlating to current vocabulary; brown paper lunch-sized bag or similar container  
**Directions:** Create slips of paper with words from the vocabulary list. Use pictures in place of words for younger grades. Place the slips of paper in the paper bag. Have students take turns randomly picking a word/picture and reacting accordingly depending on the content. For example, for food or animals, etc. students could answer "me gusta" or "no me gusta" along with the name of the object that they pick out of the bag. If infinitive verbs are in the bag, students could act out or try to make a sentence using the verb they pick out. Another idea is to place celebrity/famous names in the bag and have students describe the person they pick in Spanish. The variations are endless based on the vocabulary being practiced. Be creative! Optional Extension: Create multiple bags and place students in small groups so more Spanish is being practiced at the same time.
- **Silent Ball Review Game** (5-15 minutes) -Grades 1+  
**Materials:** soft ball or object to throw around the room safely; review questions or terms being studied  
**Directions:** Students sit on their desks and must remain totally silent unless they have the ball. One student begins with the ball and calls the name of another student before throwing him/her the ball. The thrower stays in the game if the ball is caught and/or the throw is considered "catchable." The person catching the ball stays in the game if he/she catches the ball and/or the ball is deemed "uncatchable." The catcher must also answer the teacher's question correctly to stay in the round. Any student that talks when not holding the ball is out and must sit in his/her chair for the remainder of the round.
- **Reverse Pictionary** (10-15 minutes) -Grades 1+  
**Materials:** Dry/Erase board sets for all students (or scrap paper); list of current noun vocabulary  
**Directions:** Teacher says a term aloud in Spanish. All students (and the teacher) have 30 seconds to quickly sketch the term without looking at any notes. Teacher uses a key phrase, such as, "3-2-1-Muéstrame" and ALL students must hold up their illustrations to be checked (even if they are not totally complete). Teacher then holds up his/her drawing and the spelling of the term in Spanish.

Older students could also be asked to write the term in Spanish on their board before drawing. The teacher continues through the list randomly as time permits. Usually it is a room full of correct pictures, but sometimes a few students draw the wrong word which is great comic relief. Remind students that this is just a game and it is okay if they make mistakes. Traditional Variation: Teacher draws on the board at the front of the classroom and the class guesses the vocabulary word in Spanish. Students can also take turns drawing.

- **Huevos- Matching, Egg Hunt** (10-20 minutes) -Grades 2+  
**Materials:** Plastic eggs\*; large size plastic bags to help organize egg sets  
**Directions:** Matching- Take apart numerous eggs to mix up the colors. \*Make enough sets so each group of 3-4 students has 8-10 eggs. Put the eggs back together using different colors for each part of each egg. Write the Spanish term on one section of the egg and the English translation on the other section. Use plastic bags to keep the sets separate. Pass out a set to each group and have them take apart all of the eggs and mix them up. Challenge the groups to put the eggs back together pairing the correct Spanish and English terms. This could be a timed activity if desired. Egg Hunt- Separate plastic eggs into colors so that you have 8-10 of each color. Fill eggs with vocabulary in English or pictures of vocabulary being practiced. Hide the eggs in the classroom, the gym, or outside in a controlled area. Assign each group of 3-4 students a color and challenge each group to locate all of their eggs before the other teams. Give each group a plastic bag to collect their eggs. After all the eggs are found, have the students open up each and write or orally say the Spanish for the words inside. This could also be a race.
  
- **Encuentra la Llama- Adapted from Mata la Mosca (Template, p. 52)** (5-15 minutes) -Grades 2+  
**Materials:** Copy of Template filled out with English terms/numbers/small drawings.  
**Option 1:** Listening activity for all students- Give each student a copy and call out the Spanish equivalent of the terms in the *llamas*. Students use a highlighter/crayon to color the *llama* after they hear it called.  
**Option 2:** Pair students and have them race to find the *llama* being called in Spanish. The students should use two different highlighters or crayons to track who found the *llama* first. Students count their colored *llamas* to see who won at the end of the activity. (Alternatively, the teacher can enlarge the page with the *llamas* and corresponding words and tape it to the board. He/she can call the pairs up and whoever touches the corresponding *llama* first wins.
  
- **The Unfair Game (Review Game)** (25-30 minutes) -Grades 2+  
**Materials:** One dry/erase board set for each group of 3-5 students (or scrap paper/pencil); 30-40 post-it notes with various point values (both plus and minus) written on the back of them and stuck to the board (use two post-its for each score doubled up to avoid anyone seeing through the paper). For example, "+30", "-20", "+10", etc.; general review questions about the topic at hand (consider using the assessment to create questions)  
**Directions:** Place students in groups and provide each group with a dry/erase board set (or scrap paper). Students work together in groups to answer the question you give to the whole class. Team members should take turns writing the answers in order of how they are seated. Each time any team gets a question correct, a team member comes to the board to choose a post-it note which will determine the point value that team earns for that question. Points are then added or subtracted on the board by the teacher for each group after each question. For example: If a

team gets a question correct and a player from that team comes up and chooses one of the remaining post-it notes and it has "-20" written on the back of it. Then 20 points would then be subtracted from the team's score for that round.

- **Serpiente Vocabulary Game** (5-10 minutes) -Grades 2+

**Materials:** lots of board space, dry/erase markers OR large pieces of paper for each small group/pair of students and regular markers.

**Directions:** This game tests students' memory of Spanish words. Write a word on the board on the far-left side. Challenge a student to think of a word that starts with the last letter of that word. For example, write the word, "AZUL" on the board. Students need to think of a word in Spanish that starts with "L" to add on next. Once a student has an idea, invite him/her to come up and write the word continuing from the last. See how long the "serpiente" of Spanish terms can get. This would also work in small groups using large pieces of paper. Students could also use all of their previous vocabulary lists to jog their memory and review terms as they play this game.

- **Hot Seat Relay** (20-30 minutes) -Grades 3+

**Materials:** large open rectangular space in the classroom 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.

**Directions:** Divide the class 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 then can 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.

- **Mi Lápiz** (5-15 minutes) -Grades 3+

**Materials:** one pencil or similar object set between every two students; questions or words/pictures to translate; scrap paper

**Directions:** Pair students and direct them to place a writing utensil such as pencil in between them on the desk. Students place hands behind their backs and wait for your question. Give them a vocabulary term to translate or hold up a picture for them to say the Spanish meaning. The student to grab the pencil the quickest gets the first chance to answer out loud in Spanish. They keep track of their points on a scrap paper if desired. If it's a tie, teach students "Rock, Paper, Scissors" in Spanish from this Activity Book to decide who gets the pencil for that question.

- **¡No me llames así!** (whole class period) -Grades 3+  
**Materials:** Slips of paper that fit around students' heads; tape; markers  
**Directions:** Prepare "crowns" by having students wrap the slips of paper around their heads and secure them with tape. Assign each student a different vocabulary word from their current list to quickly sketch (or write) on their "crown". For example, food. Instead of their real names, they will pretend to "be" that food all class period. If any other student or the teacher says their real name, they \_\_\_\_ (lose, or have to do a funny dance or lose a point for their team, etc).
- **Attack the Castle!** (25-30 minutes) -Grades 4+  
**Materials:** Board space, dry/erase board sets (or scrap paper) for each group, review questions  
**Directions:** Divide the class into groups of 3-4 students. Call on one student from each group to come up to the board. Give each a marker and one minute to draw a castle for their team. Make sure to set a time limit. After students are in groups and their castles are drawn, give the class a review question to answer or translate (Use material for an upcoming quiz/test). All groups should work together and take turns being the writer in the group. After all groups are complete, call on a group at random to give their answer. If they are correct, they get to sabotage two other teams by coming to the board and drawing an "X" on a part of two different castles. If they get the question wrong, the teacher draws one "X" on that team's castle. The game continues until a team's castle has 3 "X's" on it. That castle is not eliminated. The team still continues to answer questions, however, in order to get revenge on other teams. This game can also be adapted to seasons and holidays by having students draw various objects in place of castles. For example, a pumpkin in the fall, a snowman in winter, a heart around valentine's day, etc.
- **Plate Sketch Game** (10-15 minutes) -Grades 4+  
**Materials:** paper plates and markers for all students  
**Directions:** This activity is a listening activity appropriate for students who have a larger vocabulary. Students place a paper plate on their head and try to draw the scene that the teacher describes in Spanish to the best of their ability without moving the plate. Students then get points for their accuracy and could get rewarded with stickers if desired.
- **Snowball Fight Vocabulary Review** (10-15 minutes) -Grades 4+  
**Materials:** Arrange desks in a circle or square leaving room in the middle of the classroom. Type 10 review questions or vocabulary terms for the students to translate on 10 different pieces of paper. Make 5 copies of each page. (You'll have 50 pieces of paper) Students will also need a piece of scrap paper or lined paper for writing their answers.  
**Directions:** Give a few sheets of paper to each student. Ask the students to crumble up each individual piece of paper into a ball and throw it into the middle of the room. Ask students to take out a piece of scrap or lined paper and number it 1-10. Students then get up and move around the center of the room, opening one paper ball at a time looking for each of the 10 questions. They should write their answers on their scrap paper and continue until they find all 10 of the questions. Students must recrumple each paper after they look at it and throw it back into the middle of the room. Remind students not to throw paper balls at other students! After all are complete, review the answers together and recycle the paper balls.

- **Baloncesto Review Game** (25-30 minutes) -Grades 4+

**Materials:** Small slips of scrap paper (10+ for each student); A large recycle bin or garbage can from the classroom, board space or pre-made question and answers on a projector/smart board.

**Directions:** Move all students desks/chairs so they form a circle facing the center of the room. Place the recycle bin or garbage can in the center of the circle. Pass out slips of paper to all students randomly, approximately 10 each; doesn't have to be exact. Assign the students to "Team 1" or "Team 2" by calling out the students 1-2-1-2 around the circle. Students stay in that position (every other) in order to check the person next to them after each question and make sure his/her answers are correct. Call out or reveal on the projector the first translation. Students then work individually to write the Spanish equivalent on a slip of paper. Write the answer on the board or reveal the answer on the projector and instruct students on Team 1 to check the answers of Team 2 and vice versa of the students next to them. Next, tell students on Team 1 who got the answer correct to stand. They just earned a point for their team. Count the students in Spanish aloud and then use a key word like, "vamos" to instruct them to shoot for the extra point. The students who are standing crumple up their slip of paper and shoot into the garbage. Write the total points for Team 1 for that round on the board or have a student keep score at their desk. Do the same for Team 2. Instruct them to stand. Count them aloud. Use a key word to allow them to shoot and add those that make it into the garbage to their score. Continue onto the next translation and repeat the process. This works best for short, one- or two-word answers, verb conjugations, numbers, time, etc. You can decide if spelling counts or not for this game depending on the age and level of the players. Make sure to set guidelines right away such as, "if a player throws a crumpled ball of paper without getting it correct or before the key word is called, 5 points get subtracted from their team's score." This will increase the incentive to get the answers correct and eliminate random things flying in the classroom.
- **Hand Clapping Verb Conjugations** (5-10 minutes) -Grades 4+

**Materials:** Verb conjugations being reviewed written on posters or on the board; knowledge of a clap pattern to teach the class such as "tic tac toe hand clap," or "a sailor went to sea," etc. Use YouTube to search these names if needed.

**Directions:** Pair students and teach the class a basic hand clapping pattern. Once they know the pattern, point to the verb forms on the board/poster and have them say the forms aloud to the rhythm as they clap. "yo bailo, tú bailas, ella baila, etc." The hand clapping pattern will need to start very slowly as the students get used to the pattern and saying the verb forms simultaneously.
- **Bichos Locos (Animal Vocab Review Activity)** (15-20 minutes) -Grades 4+

**Materials:** Blank white paper and markers for all students; animal vocabulary lists

**Directions:** After learning animal vocabulary, students use the list to design a "bicho" that is 4-7 animals combined. They must draw and color a picture as well as construct a name using the Spanish words for the animals involved. For example, a "hipo-posa-rafa-do," is a cross between a hipopótamo/mariposa/jirafa/cerdo. Help the students create the name by breaking up the Spanish animal names and merging them together. When all are complete, place students in groups of 5-6 and give them a few minutes to share their animal creations with their group and explain the animal parts included in the drawing in Spanish. Optional Extension: Post the drawings on the wall and give students time to have a "gallery walk." Students could bring their notebooks and write down animals they see in each drawing or describe the drawings using adjectives and



colors in Spanish. Another option would be to have older students write a paragraph about their “bicho” creature describing where they live (selva, bosque, lago, etc.) and what it eats, etc.

- **Tag! You're it! Ball Game for Vocab Review** (10-15 minutes) -Grades 4+

**Materials:** 2-3 medium-sized squishy balls; 1 larger (5x7) index cards for each student; markers

**Directions:** This game works best with large lists of vocabulary that can be drawn like animals, body, places in the community, food, etc. Assign each student a picture of vocabulary word to draw and color from the current list. Students draw the pictures on index cards without writing the meaning in Spanish. Divide the students into 2-3 groups, 8-10 students per group. In each group, one person will be “it” and start with the ball. The other students form a circle around the person with the ball and hold their pictures out in front of them for everyone to see. Make sure that each person knows how to say his/her vocabulary word. The game starts when one of the students in the circle says the vocabulary word on someone else's card. That person must then say the vocabulary word on another person's card before the person who is “it” tags them with the ball. For example: Student A starts the game and says, “fresa”. The person holding “fresa” (Student B) must say another vocab word before the person with the ball tags him/her. So Student B could say, “plátano”, and then the student holding that card must say another vocab word from the cards in the circle. The chosen person cannot immediately go back to the person who chose him/her. He/she must choose someone else. For example, the person holding “plátano” can't say, “fresa”. After the students have mastered one set of vocabulary, have them switch sets with another group.

- **Adiós Spelling Game** (5-15 minutes) -Grades 5+

**Materials:** Current list of vocabulary words

**Directions:** Review the alphabet with the students so they are more familiar with each letter pronunciation. Students stay in their seats and teacher gives the first person a word to begin the game. The student says the first letter, the next student says the second letter, etc. including articles, accents and tildes when needed. When the word is complete, the next student says, “adiós.” He/she is still safe and in the game. The student after him/her, however, must sit down. The next student in the order begins the next word given by the teacher. The game continues with the students taking turns giving letters of the chosen words, and saying, “adiós,” when the word is complete, forcing the next in line to be out.

- **Spanish Verb Baseball** (25-30 minutes) -Grades 5+

**Materials:** 8-10 soft balls each with a verb written on the ball or on a piece of tape attached to the ball (use familiar verbs that students are learning to conjugate); bucket or bowl to hold the balls

**Directions:** Divide the class into two teams. One team starts in the “field” and the other team is “up to bat.” The pitcher pulls a ball out of the bucket and throws it to the batter on the other team. The batter catches the ball and is asked if he/she would like a “single, double, or home run.” The batter chooses one and then tosses the ball to any person in the field. The fielder says a subject pronoun and the batter must conjugate the verb on the ball for that subject aloud. If correct, he/she gets to go to first base for a single. If the player had wanted a “double,” then he/she must conjugate for two subjects that the fielder says. For a home run, the batter has to conjugate the verb “top/down,” meaning give all of the conjugations from “yo” to “ustedes.” For example: If the verb written on the ball is “cantar,” and the pitcher throws the ball to the person at bat chooses a “single.” The batter then throws it to an outfielder who chooses any subject



pronoun and throws the ball back to the batter to conjugate the verb into that form, such as "YO" and "CANTO." The players keep moving around the bases and the teacher tallies the runs for the team. If a batter gets a conjugation wrong, he/she is out (no strikes in this game). Once a team gets two outs, they switch and move to the field.

- **Escribe, Dibuja, Pasa (Handout, p. 53)** (10-15 minutes) -Grades 5+

**Materials:** Copies of the handout cut in half lengthwise, given to the front of each row of 7 students\*.

**Directions:** \*Sit students in rows of 7 students each. This is a written form of the classic game, "Telephone." It would work well for students who are familiar with a lot of vocabulary including adjectives. Student 1 writes a sentence in the top box in Spanish using descriptive language. For example, "El chico es alto, tímido y rubio." Student 2 reads the sentence and draws the sentence in the second box. He/She then folds under the top box so it can't be seen. Student 3 looks at the picture that was drawn and tries to write a sentence in Spanish depicting that drawing in the next box. He/She then folds under all other boxes except the sentence he/she wrote. The paper then gets folded again and passed again until all the boxes are filled. Afterwards, the team can look at the differences in sentences and pictures and see how far they have come.

- **Spanish Dictation Race** (20-30 minutes) -Grades 5+

**Materials:** A list of 10-15 numbered sentences in English, which review current material. Make copies for each group of 3-5 students. This works well for difficult grammar concepts like SER vs. ESTAR or adjective/noun agreement, IR and places, etc.

**Directions:** Students work in groups and take turns being the writer and the runner with each round. Call out a number from the pre-made sentences and allow the students time in their groups to write out the sentence in Spanish. As soon as the group thinks they have it correct, the runner comes up to the front and gets in line in front of the teacher to show their answer. The teacher awards points if the group is correct. If there is an error/s, the teacher sends the runner back to the group to try and fix the sentence. The runner then comes back up after the group thinks they fixed the problem. On the board, track the points as the students come up. If there are 5 groups, award 50 points to the first group that gets that sentence correct, 40 to the next, 30, 20, and 10 to the next groups in order of completion. After the sentence is complete, instruct the groups to change writers and runners in order and call out another number randomly from the paper and continue the game. This game encourages team work and helps students see the errors and actively correct them with help from their peers.

- **Task Cards** (25-30 minutes) -Grades 5+

**Materials:** 30 question cards (numbered with one question/vocabulary term/translation per card); lined paper for students to use to record their answers; answer key to project or share with students after the activity

**Directions:** Hang and place task cards reviewing a specific topic in various places all over the classroom. Feel free to make a few of them a bit difficult to find. Just make sure at least one part of the card is visible. Students should use a notebook and open to a blank page and number 1-30. When the teacher says to begin, students walk around the classroom and write the answer to each task card on the corresponding answer line in their notebook. They may work together as long as they are working on the same question as their partner (no copying answers). After most

have finished or as time permits, regroup the class and project/read through the answers with the class. Instruct the students to correct their work. Ask for a show of hands for students who received more than 25 correct, 20 correct, etc. Make sure to save the cards for future use. If you have access to a laminator, take advantage and laminate the cards so they last for years to come.

- **Ball Toss Question Warm-up (Handout, p. 54)** (5-10 minutes) -Grades 5+

**Materials:** Ball or safe object to throw around the classroom; copies of the template for all students (students should keep this paper in the front of their binder so it can be referenced throughout the year. Optional- These questions and model answers could be written on poster board and hung in the classroom to use as a reference instead of making copies for each child.

**Directions:** Randomly throw the ball or object to various students and ask each a question from the template. Once students are familiar with the questions and answer formats, they may not need to use the reference page. This is a great way to begin each class or fill in the last few minutes of class before the bell rings. Questions could be added throughout the year as students gain more Spanish knowledge.

- **Class Fortune Teller: ir+a+infinitive (Handouts, pp. 55-56)** (15-20 minutes) -Grades 7+

**Materials:** Two copies of the handouts- one with each strip cut apart and one for reference; crystal ball (optional)

**Directions:** This activity is a follow up to teaching "ir+a+infinitive." Students must be familiar with the format for this to be successful. Write the conversation question, "¿Qué vas a hacer en el futuro?" on the board for students to reference during the activity. Randomly give each student a strip from the template and help them translate as needed. Allow all students to mingle and have mini-conversations with their classmates using the model question and the answer they were given from the template. Encourage students to try to talk to all classmates and remember the futures of as many as possible. After several minutes, regroup and have the students sit back down with their fortunes. Choose one student to act as the first "fortune teller" for the class and come up to the front of the room and use the crystal ball (optional) to guess the fortunes of the "clients"/ classmates. Give him/her the extra copy of the template to use as a reference during this part of the activity. The fortune teller uses the template and has three guesses trying to remember/guess the fortune of the other student. After three guesses, the client reveals his/her actual destiny to the class from the slip of paper. Different students can take turns as the fortune teller and could see 2-3 clients each, depending on class size and time.

## More Ideas-

- **¡Yo También!- Ice breaker** (5-10 minutes) -Grades K+

**Materials:** none

**Directions:** All the students sit on their desks and one student makes a true statement about him/herself (in Spanish or English depending on the language level). If any other students have that in common with him/her, they raise their hand and call out, "Yo también." The teacher can then choose one of the students who said, "Yo también," to call out the next statement. After a student participates and shares a statement, he/she can return sit back down. The goal is for everyone to say something and show that we are all connected in some way.

- **The Glob Game- Ice breaker** -Grades K+

**Materials:** Space for students to move around; "cierto" and "falso" signs to hang on opposite sides of the room; list of true and false statements in English or Spanish (depending on language level) that are applicable to your students. See below for examples.

**Directions:** Hang the signs and teach the class the meaning of "cierto" and "falso." Read true or false statements that the students can relate to and instruct the students move to the appropriate side of the room if the statement is true or false for them individually. Some examples in English include: has been to a Spanish-speaking country, has tried "paella," loves "churros," etc. Spanish examples can be pulled from any previously learned material and be regarding adjectives, family members, clothing colors, etc. (For more ideas, reference the "Bingo Humano" game on p. 58)

- **Cognates Game- Ice breaker** -Grades K+

**Materials:** Two signs to hang on opposite sides of the classroom, one labeled, "me gusta," and the other labeled, "no me gusta"; list of noun vocabulary like "food" or any cognates like the examples below.

**Directions:** Go through the list of nouns/cognates aloud and instruct the students to safely move to either side of the classroom depending on if they "like" or "dislike" the item mentioned.

**Some cognate ideas:** el chocolate, la música, los animales, la pizza, los vegetales, el arte, la historia, la salsa, el bistec, el beisbó, el fútbol, la televisión, la radio, las enchiladas, los tacos, el guacamole, el golf, las quesadillas, la bicicleta, la banana, la dentista, la fruta, la guitarra, el piano, el baloncesto, la escuela, el doctor, el león, la girafa, el parque, etc.

- **Five Minute Filler Sticks** -Grades K+ (Choose from the list below based on the grade level of your students. You can also create multiple sets for various grade levels, if desired.)

**Materials:** popsicle sticks; jar(s) or container(s) to hold them

**Directions:** Write the following 'time filler games', one per stick. When you have a few minutes of class left, have a student pick a stick and play the game listed until the bell rings. Remember that every minute of class time should be used to practice and review the Spanish language. \*All games listed below are explained in the Activity Book (either Volume 1 or 2)

**Some ideas include:** Serpiente; Yo veo; Hangman; Pictionary; Around the World; Heads down, Vocab up; Teléfono; Papa Caliente; Four corners; Boggle; Head, Shoulders, Knees, Toes; Simón dice; Rock, Paper, Scissors; Mi Lápiz; Adiós Spelling Game; Buzz; Silent Ball; Yo También; Ball Toss Questions; Conversation Station; En la bolsa!, etc.

- **Circle Words Homework (Handout, p. 57)** -Grades 3+  
**Materials:** List of current vocabulary words to practice; Copies of the template for all students.  
**Directions:** Students write in the Spanish and the English meanings inside and around the circles on the paper. This is simply a unique way to get students to practice their vocabulary.
- **Bingo Humano- Ice breaker (Handout, p. 58)** -Grades 3+  
**Materials:** Copies of the template for all students  
**Directions:** Students move around and ask each other the items in the boxes. When a student says that item is true for them, he/she can write his/her name in the corresponding box. The goal is for students to fill in as many boxes as possible. (Hint: If the box says something about saying words in Spanish, the student being asked has to prove they can say those things in Spanish aloud before he/she can have his/her name written in that box.)
- **Choose your own Tarea! (Handout, p. 59)** -Grades 4+  
**Materials:** Copies of the template for all students; loose-leaf paper for all students  
**Directions:** Refer to this template for extra homework or in-class activity ideas that correspond with any Student Resource Page or vocabulary list at hand. Students could complete a certain number of activities during each unit to be due on a specific date. The teacher could also assign a specific activity from the list to be completed in class or as homework.
- **Make your own Sopa de Palabras (Handout, p. 60)** -Grades 4+  
**Materials:** Copies of the template for all students; vocabulary list of words desired for the activity; highlighters or light-colored markers  
**Directions:** Students write the terms being practiced in Spanish, randomly within the grid with one letter in each square, making sure not to skip any spaces between multiple word entries. They can write them in vertically, horizontally, diagonally and even backward in the grid. Afterwards, students fill in the rest of the grid with random letters and switch papers with a partner to try and find their hidden words using a highlighter or marker.
- **Yo Soy Una Persona Especial- Writing activity (Handout, p. 61)** -Grades 5+  
**Materials:** Copies of the template for all students  
**Directions:** Model the activity for the class about yourself or a made-up student to show the formatting needed. Allow students time to work on the activity and be available for questions and help when needed. Optional Extension: Pair up or create small groups and have students read their paragraphs aloud to classmates.

# Juego del Alfabeto

Nombre: \_\_\_\_\_

**Directions:** Use your prior knowledge and Student Resource Pages to fill in Spanish terms that begin with each letter of the Alphabet.

A \_\_\_\_\_

B \_\_\_\_\_

C \_\_\_\_\_

D \_\_\_\_\_

E \_\_\_\_\_

F \_\_\_\_\_

G \_\_\_\_\_

H \_\_\_\_\_

I \_\_\_\_\_

J \_\_\_\_\_

K \_\_\_\_\_

L \_\_\_\_\_

LL \_\_\_\_\_

M \_\_\_\_\_

N \_\_\_\_\_

O \_\_\_\_\_

P \_\_\_\_\_

Q \_\_\_\_\_

R \_\_\_\_\_

S \_\_\_\_\_

T \_\_\_\_\_

U \_\_\_\_\_

V \_\_\_\_\_

W \_\_\_\_\_

X \_\_\_\_\_

Y \_\_\_\_\_

Z \_\_\_\_\_



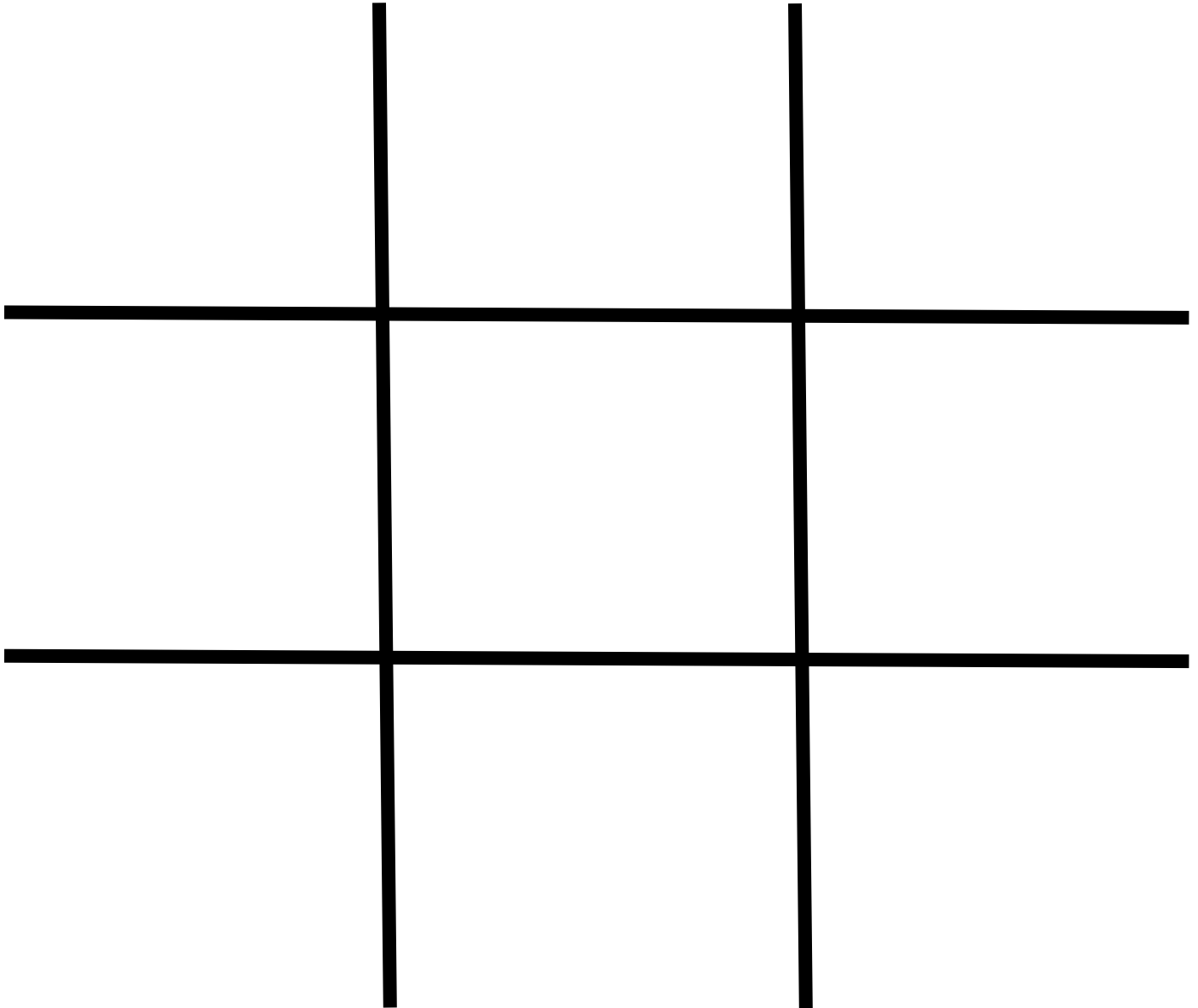






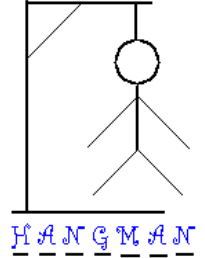
# Tic-Tac-Toe

**Directions:** Place 9 of your current flashcards on the chart with the English side up. Take turns with your partner trying to say the Spanish and play a game of Tic -Tac -Toe in the process. Flip over the card to check your work, then place a colored paper on top of the card you played to mark your spot. Choose 9 new cards from your pile for each game.



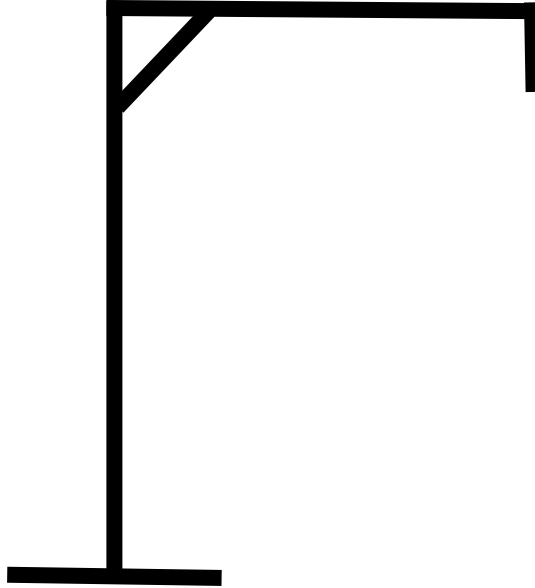
**\*Materials Needed:** Current set of flashcards, 6+ place markers of two different colors and copies of this page for every two students.

# Ahorcado



## Las Letras

- A-** ah
- B-** bay
- C-** say
- D-** day
- E-** ay
- F-** effe
- G-** hay
- H-** ah-chay
- I-** ee
- J-** hoe-tah
- K-** kah
- L-** ellay
- LL-** ay-yay
- M-** emmay
- N-** ennay
- Ñ-** en-yay
- O-** oh
- P-** pay
- Q-** coo
- R-** ere
- RR-** errrre
- S-** essay
- T-** tay
- U-** oo
- V-** bay
- W-** doblay-bay
- X-** a-kees
- Y-** egree-ega
- Z-** zeta












































## Letras Usadas

A B C D E F G H I J K  
 L LL M N Ñ O P Q R RR  
 S T U V W X Y Z

**\*Materials Needed: Copies of this page for every two students placed in plastic pocket protectors, thin dry/erase markers and tissues or erasers for each pair.**

# Dados de Vocabulario

**Directions:** Roll two dice and find the corresponding box. Say the Spanish translation of what is written aloud to your partner. Take turns rolling and speaking Spanish until your teacher tells you to stop.

# Juego de Damas

1		2		3		4	
	5		6		7		8
9		10		11		12	
	13		14		15		16
17		18		19		20	
	21		22		23		24
25		26		27		28	
	29		30		31		32

# BOGGLE


Nombre: \_\_\_\_\_

## Los Puntos:

3 letras- 1 punto

4 letras- 2 puntos

5 letras- 3 puntos

6 letras- 5 puntos

7 letras- 8 puntos

8 letras- 10 puntos

**Score:**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

11. \_\_\_\_\_

12. \_\_\_\_\_

13. \_\_\_\_\_

14. \_\_\_\_\_

15. \_\_\_\_\_

16. \_\_\_\_\_

17. \_\_\_\_\_

18. \_\_\_\_\_

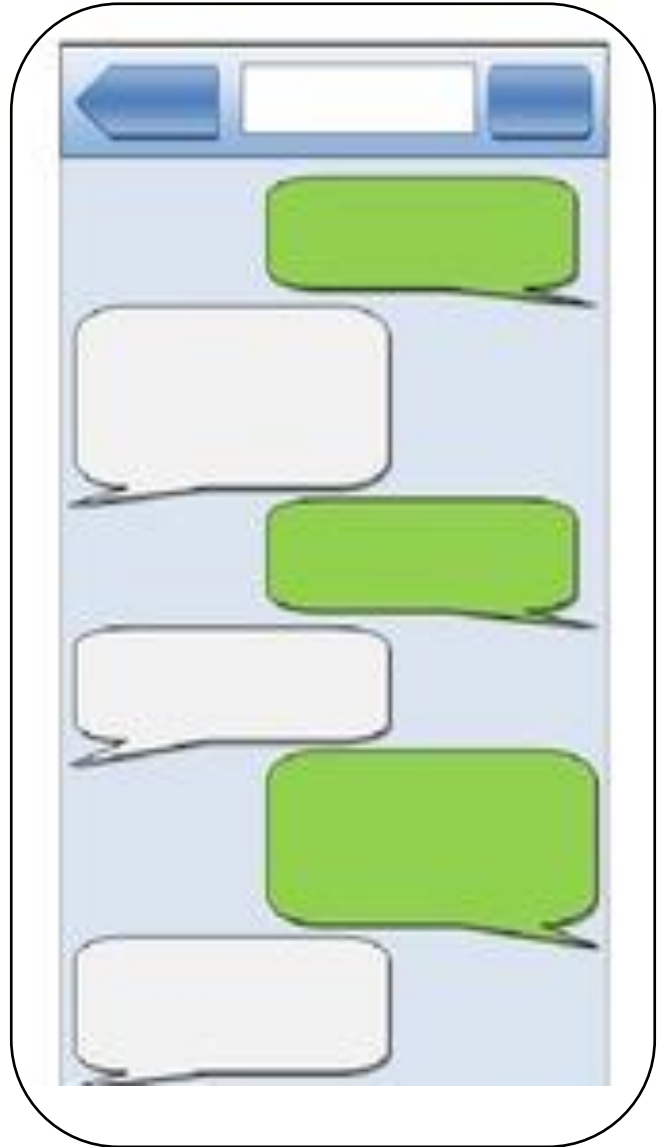
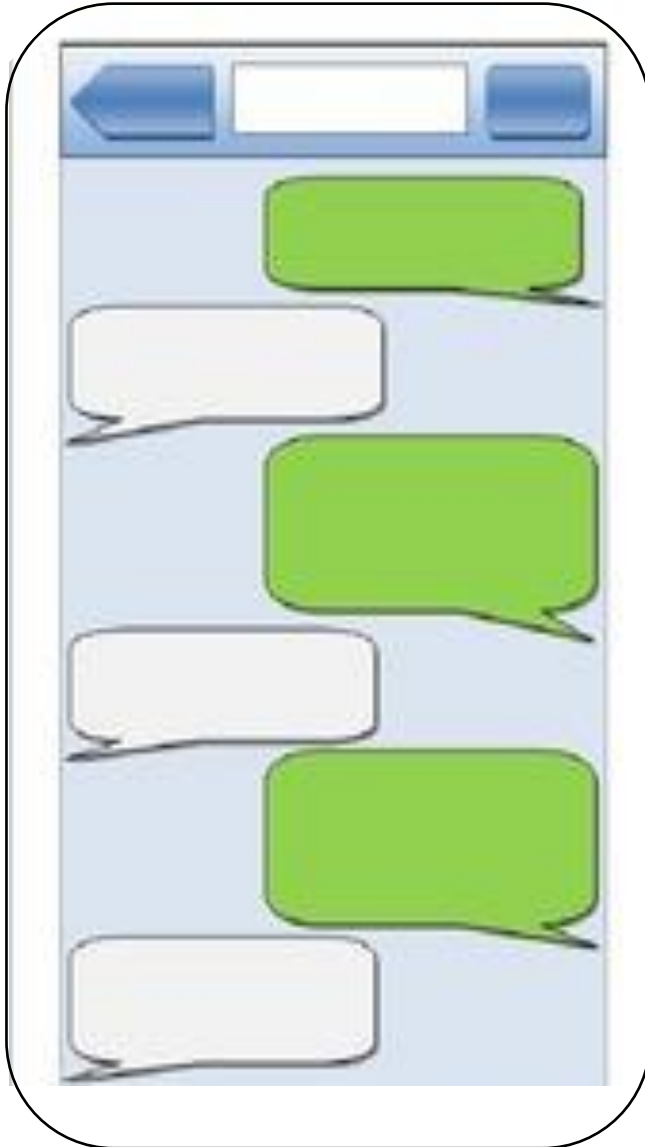
19. \_\_\_\_\_

20. \_\_\_\_\_



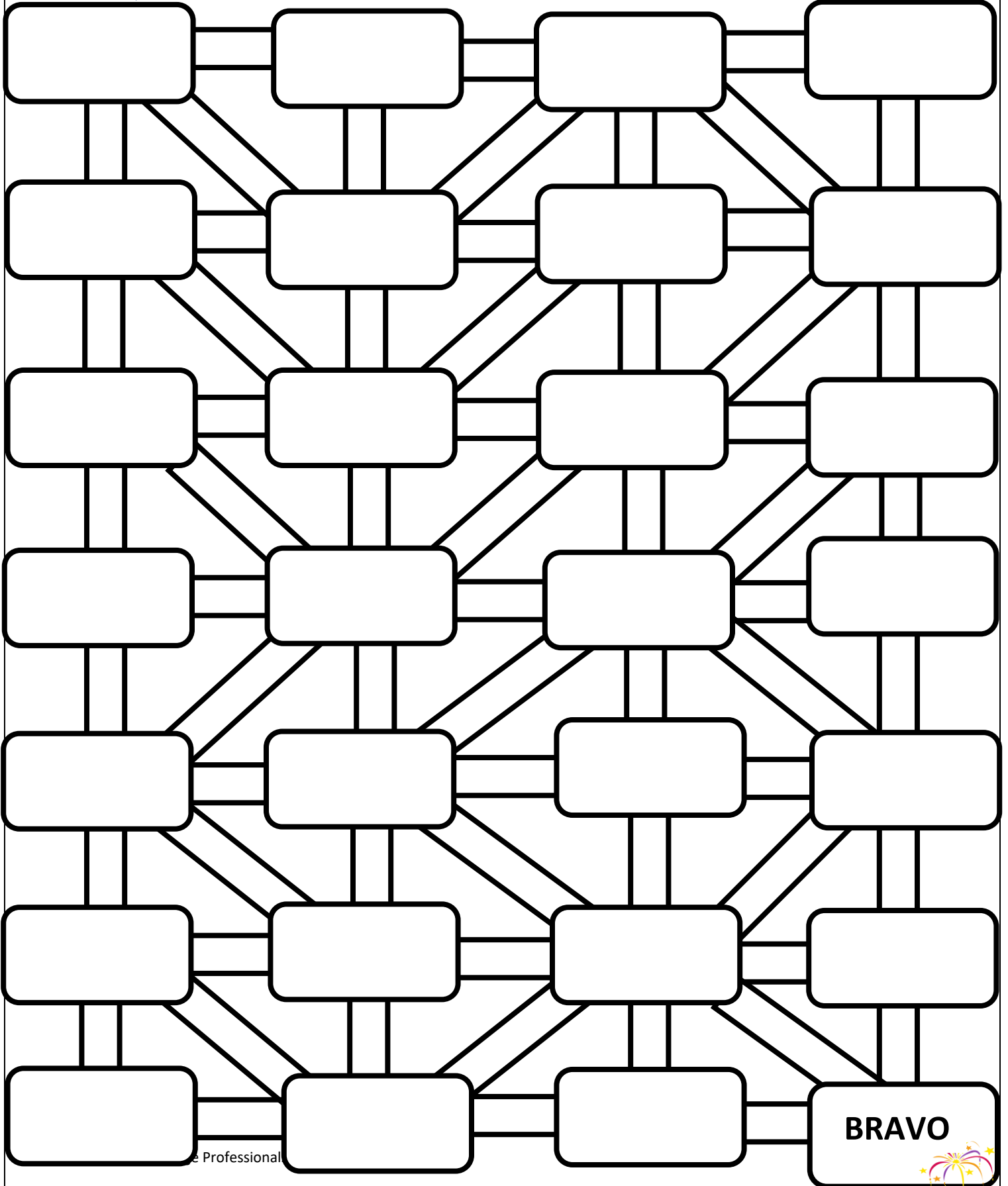
# El Teléfono-

Write in a conversation between two people using as much new vocabulary as possible. Afterwards, practice the conversation out loud with a partner.



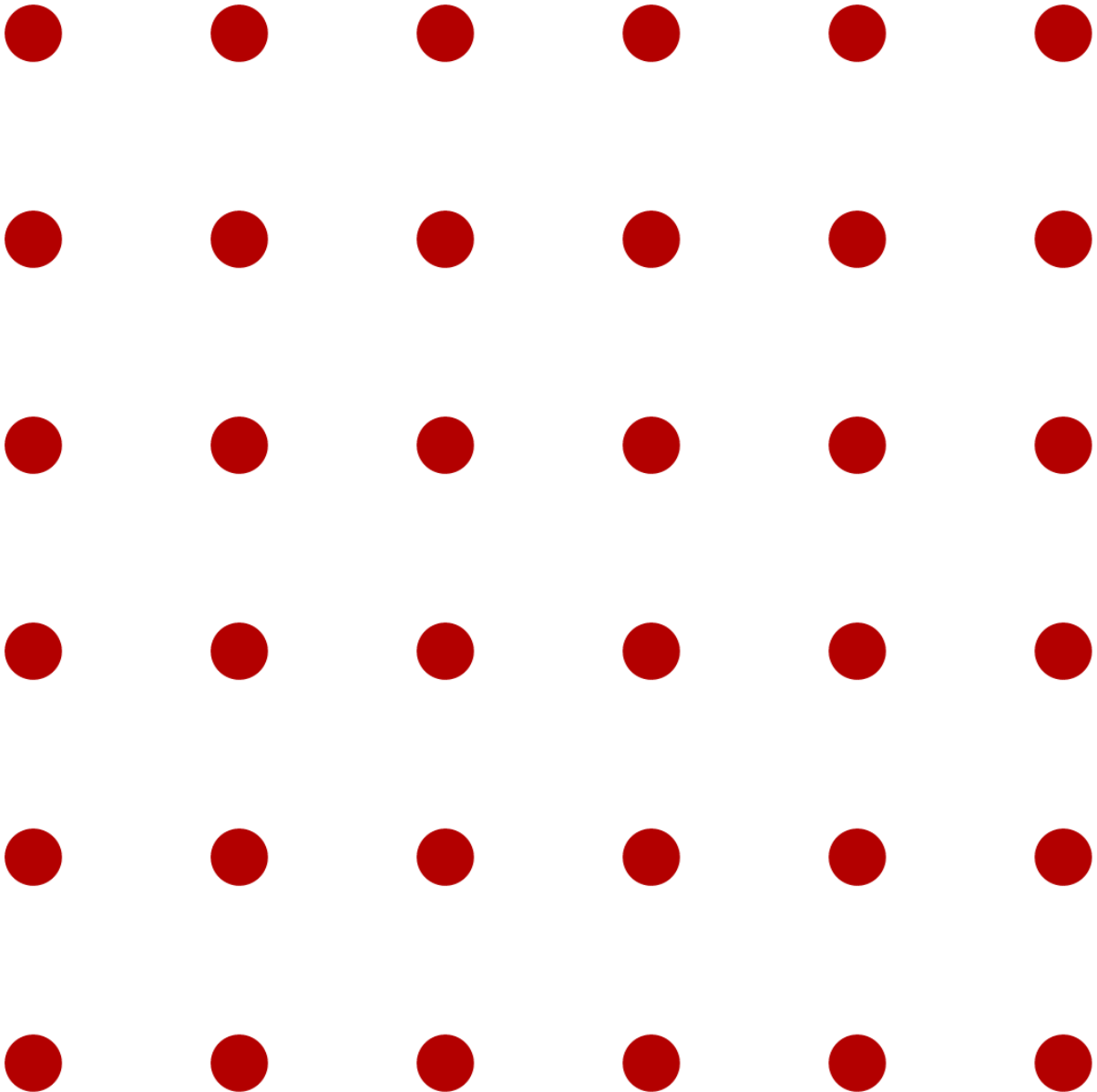
# LABERINTO

Empieza ↓



# DOTS: El Juego de CAJAS

Topic: \_\_\_\_\_



# DOTS: El Juego de CAJAS

## Topic: La Hora

● 3:30	● midnight	● 2:25	● 12:55	● 1:50	●
11:40	10:15	7:20	9:10	11:50	4:55
● 10:15	● 9:35	● 8:30	● 7:10	● 6:24	●
4:05	6:20	2:35	12:14	4:45	noon
● 11:20	● 1:40	● 2:13	● midnight	● 3:10	●
1:55	5:25	7:55	9:08	11:15	2:50
● noon	● 10:45	● 9:30	● 8:10	● 7:25	●
3:30	midnight	10:20	8:40	6:45	4:07
● 12:20	● 1:25	● 2:55	● 3:35	● 4:55	●
1:23	3:50	5:15	7:30	9:40	11:11
● 6:10	● 7:55	● 8:05	● 9:18	● 10:25	●

# ¿ADVINA QUÉ?

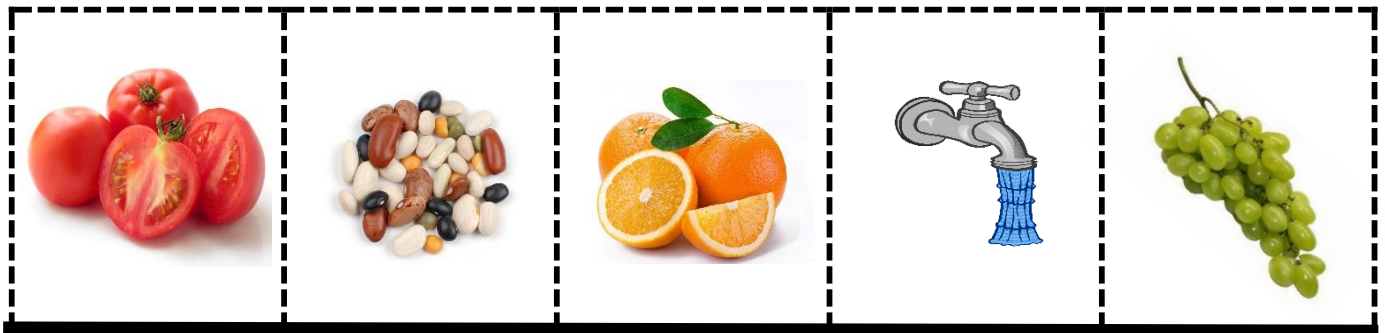
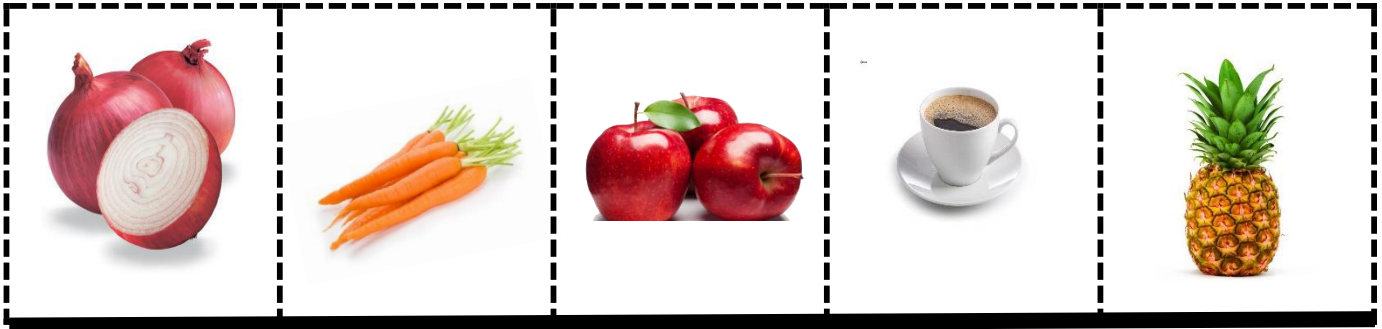
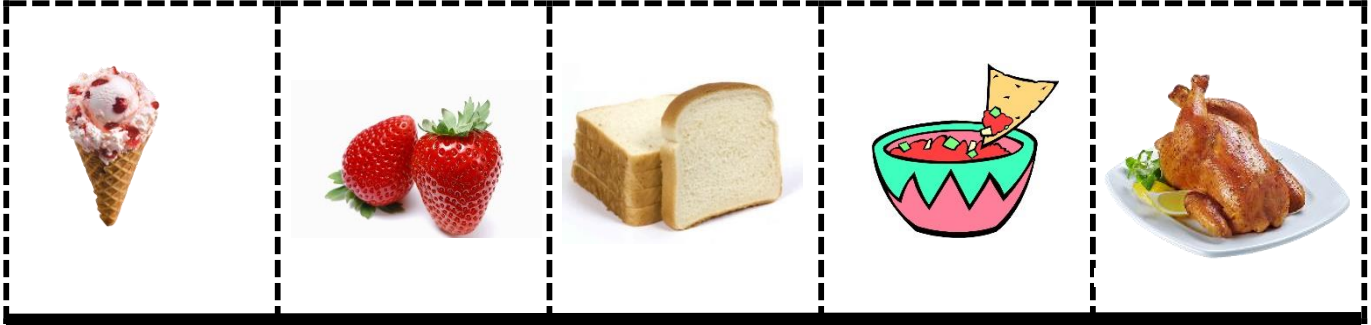
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# ¿ADVINA QUÉ? -La Comida





# MAD-LIBS en Español- Page 1

1. \_\_\_\_\_ a boy's name
2. \_\_\_\_\_ infinitive verb
3. \_\_\_\_\_ infinitive verb
4. \_\_\_\_\_ infinitive verb
5. \_\_\_\_\_ personality adjective (singular, masculino)
6. \_\_\_\_\_ color (masculino, plural)
7. \_\_\_\_\_ color (masculino, singular)
8. \_\_\_\_\_ appearance adjective (singular, masculino)
9. \_\_\_\_\_ appearance adjective (singular, masculino)
10. \_\_\_\_\_ appearance adjective (singular, masculino)
11. \_\_\_\_\_ número
12. \_\_\_\_\_ school subject
13. \_\_\_\_\_ female teacher
14. \_\_\_\_\_ school subject
15. \_\_\_\_\_ personality adjective (singular, femenina)
16. \_\_\_\_\_ sport
17. \_\_\_\_\_ place in the community
18. \_\_\_\_\_ food
19. \_\_\_\_\_ drink
20. \_\_\_\_\_ animal

# MAD-LIBS en Español- Page 2

Mi amigo se llama (1) \_\_\_\_\_ . A él, le gusta (2) \_\_\_\_\_ y

(3) \_\_\_\_\_. A él, no le gusta (4) \_\_\_\_\_ porque él es muy

(5) \_\_\_\_\_. Tiene los ojos (6) \_\_\_\_\_ y el pelo

(7) \_\_\_\_\_. Él es (8) \_\_\_\_\_ y

(9) \_\_\_\_\_, pero no es (10) \_\_\_\_\_. Él tiene

(11) \_\_\_\_\_ años. Le gusta la clase de (12) \_\_\_\_\_

mucho con la maestra (13) \_\_\_\_\_. Pero, no le gusta la clase de

(14) \_\_\_\_\_ porque es un poco (15) \_\_\_\_\_.

Los sábados, le gusta jugar (16) \_\_\_\_\_ en el parque y ir a

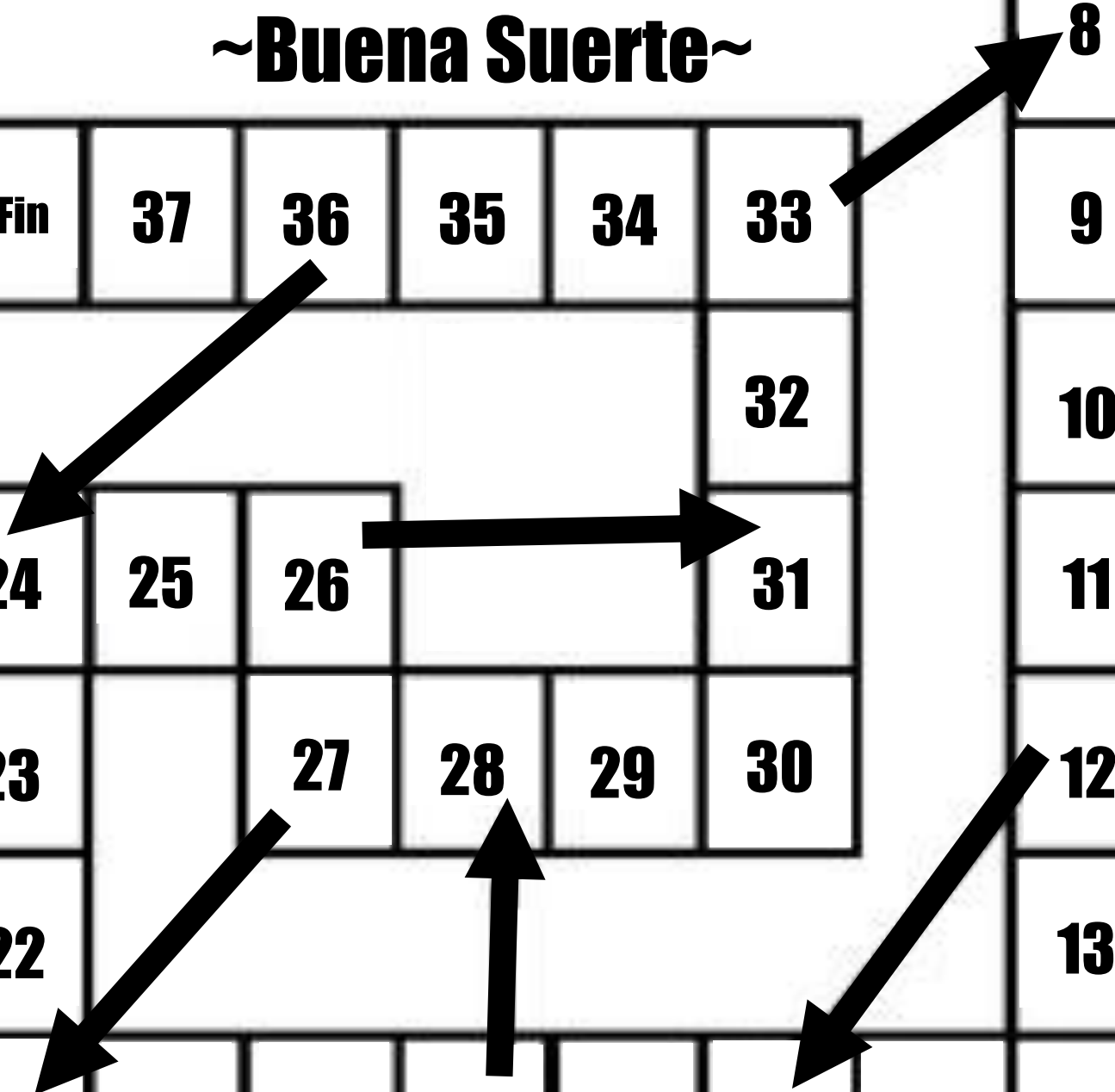
(17) \_\_\_\_\_ con amigos. Para el almuerzo, él come

(18) \_\_\_\_\_ y toma (19) \_\_\_\_\_ todos los días.

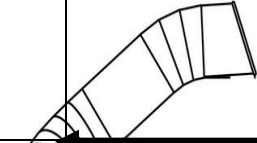
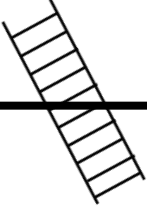
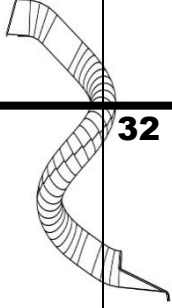
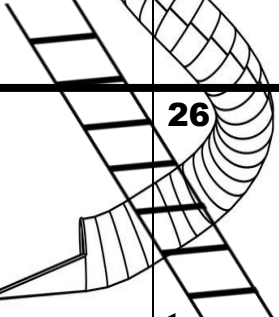

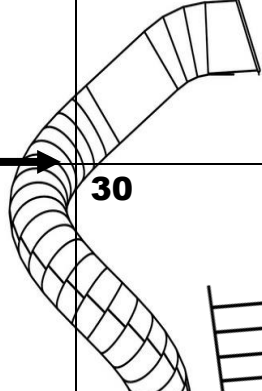
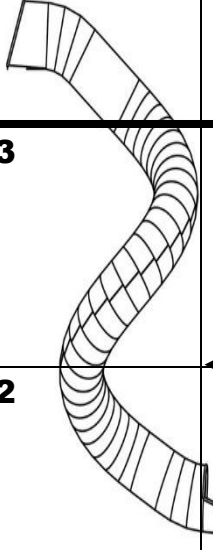
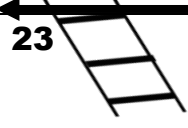
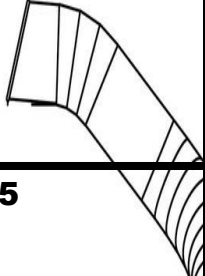

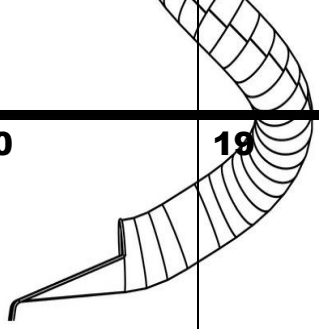
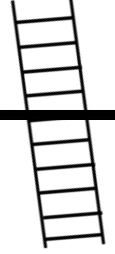
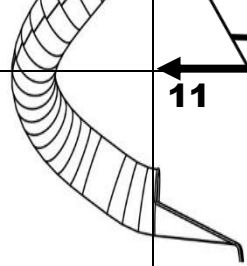
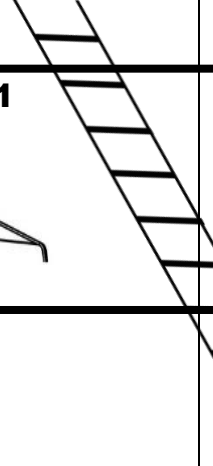
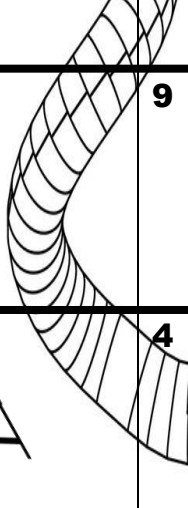



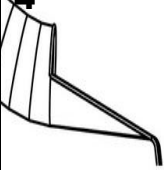

Su animal favorito es (20) \_\_\_\_\_.

**¡Él es una persona muy especial!**





<b>Empieza</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
<b>~Buena Suerte~</b>							<b>8</b>
<b>El Fin</b>	<b>37</b>	<b>36</b>	<b>35</b>	<b>34</b>	<b>33</b>		<b>9</b>
					<b>32</b>		<b>10</b>
<b>24</b>	<b>25</b>	<b>26</b>			<b>31</b>		<b>11</b>
<b>23</b>		<b>27</b>	<b>28</b>	<b>29</b>	<b>30</b>		<b>12</b>
<b>22</b>							<b>13</b>
<b>21</b>	<b>20</b>	<b>19</b>	<b>18</b>	<b>17</b>	<b>16</b>	<b>15</b>	<b>14</b>



Caídas y Escaleras- Topic: \_\_\_\_\_

37	38	39	40	41	<b>EL FIN</b>
					
36	35	34	33	32	31
					
25	26	27	28	29	30
					
24	23	22	21	20	19
13	14	15	16	17	18
					
12	11	10	9	8	7
1- EMPIEZA	2	3	4	5	6
					

# Corazones y Diamantes

				
<b>AS</b>				
<b>2</b>				
<b>3</b>				
<b>4</b>				
<b>5</b>				
<b>6</b>				
<b>7</b>				
<b>8</b>				
<b>9</b>				
<b>10</b>				
<b>SOTA</b>				
<b>REINA</b>				
<b>REY</b>				

# Corazones y Diamontes

**AS (ACE)- WILD\***

**BROMISTA (JOKER)- WILD\*/ Draw 4\*\***

**SOTO (JACK)- Draw 2\*\***

**REINA (QUEEN)- Reverse direction**

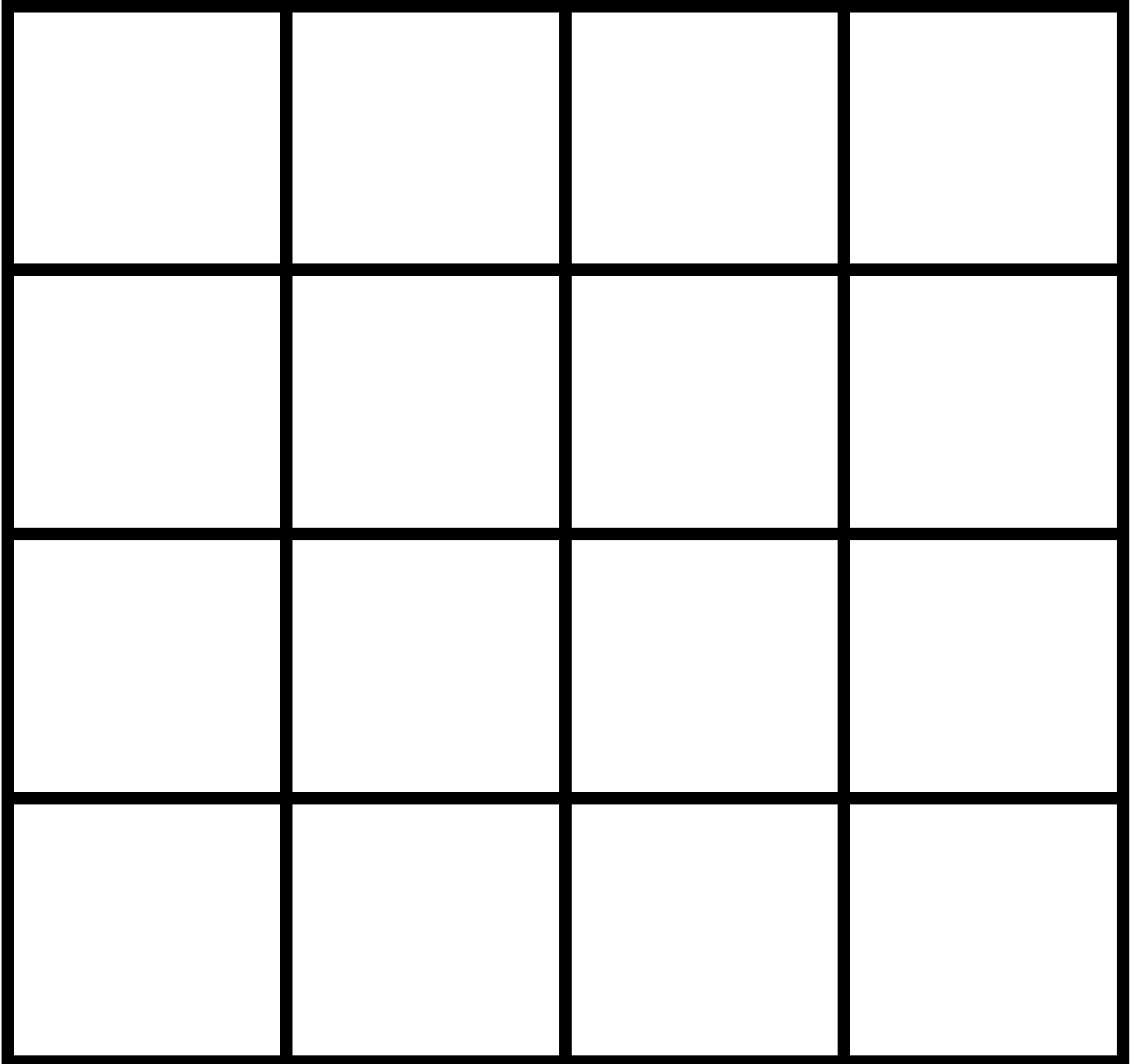
**REY (KING)- Skip next person's turn**

- **“UNO”-** Players must say “UNO” when they have one card left. If another player catches them **NOT** saying “UNO,” they must draw 2 more cards.
- **\*WILD-** player laying one of these cards changes the suit
- **\*\*DRAW 2 or 4-** the next player must draw 2 or 4 and does **NOT** get to play that round.



# Magic Square Template

Directions: Write Spanish and English on either side of the square edges to create a puzzle. Copy and have students cut the squares apart to create a puzzle. Write Spanish or English terms on the outer edges to make it more difficult. For an even trickier puzzle, repeat some of the terms more than once.



# Magic Square Template-

## Numbers 1-101

Directions: Cut the squares apart to create a puzzle.

<p>44</p> <p>seis</p> <p>sesenta</p> <p>24</p>	<p>veinte</p> <p>09</p> <p>70</p> <p>treinta y seis</p>	<p>54</p> <p>setenta</p> <p>trece</p> <p>diecinueve</p>	<p>noventa y cinco</p> <p>25</p> <p>13</p> <p>cuarenta</p>
<p>veinticuatro</p> <p>52</p> <p>101</p> <p>setenta y ocho</p>	<p>36</p> <p>ciento uno</p> <p>diecisiete</p> <p>66</p>	<p>19</p> <p>71</p> <p>72</p> <p>cincuenta y uno</p>	<p>40</p> <p>noventa</p> <p>setenta y dos</p> <p>99</p>
<p>78</p> <p>once</p> <p>ochenta y tres</p> <p>53</p>	<p>sesenta y seis</p> <p>83</p> <p>10</p> <p>cien</p>	<p>51</p> <p>diez</p> <p>catorce</p> <p>15</p>	<p>noventa y nueve</p> <p>22</p> <p>41</p> <p>sesenta y cinco</p>
<p>cincuenta y tres</p> <p>39</p> <p>98</p> <p>noventa y dos</p>	<p>100</p> <p>treinta y nueve</p> <p>veintinueve</p> <p>76</p>	<p>quince</p> <p>47</p> <p>62</p> <p>doce</p>	<p>65</p> <p>89</p> <p>cuarenta y siete</p> <p>veintiséis</p>

**DEFINE  
IT**

**ACT IT  
OUT**

**USE IT IN  
A  
SENTENCE**

**DRAW  
IT**

**MAKE A  
MEMORY  
CLUE**

**YOUR  
CHOICE**

## Conversation Station

Make copies of this page and cut apart the questions to make sets for each group of 3-4 students. Place each set in a jar or cup. When students have extra time, instruct them to work in groups to ask/answer each other the questions in Spanish.

**¿Cómo te llamas?**

Me llamo...

**¿Cómo estás?**

Yo estoy...(bien, mal, más o menos, etc.)

**¿De dónde eres?**

Yo soy de...

**¿Cómo eres?**

Yo soy...(alto/a, simpático/a, inteligente, etc.)

**¿Qué tiempo hace hoy?**

Hace...(calor, frío, sol, fresco, etc.)

**¿Cuál es la fecha hoy?**

Hoy es el \_\_\_ de \_\_\_\_\_.

**¿Qué día es hoy?**

Hoy es...(lunes, martes, etc.)

**¿Cuántos años tienes?**

Yo tengo \_\_\_ años.

**¿Qué hora es?**

Es la/Son las...

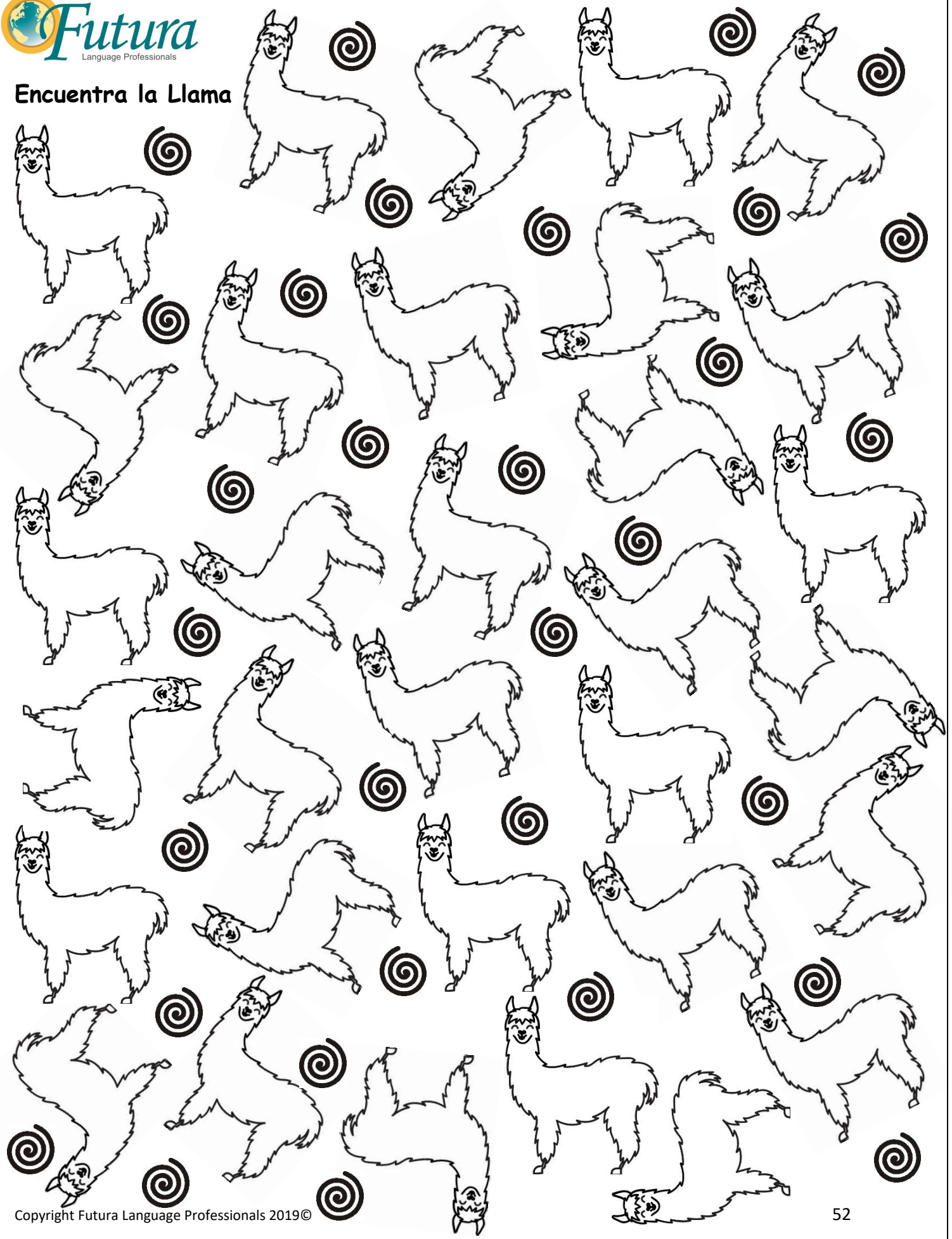
<b>canto</b>	<b>cantas</b>	<b>canta</b>	<b>cantamos</b>
<b>cantáis</b>	<b>cantan</b>	<b>hablo</b>	<b>hablas</b>
<b>habla</b>	<b>hablamos</b>	<b>habláis</b>	<b>hablan</b>
<b>bailo</b>	<b>bailas</b>	<b>baila</b>	<b>bailamos</b>
<b>bailáis</b>	<b>bailan</b>	<b>miro</b>	<b>miras</b>

<b>mira</b>	<b>miramos</b>	<b>miráis</b>	<b>miran</b>
<b>visito</b>	<b>visitas</b>	<b>visita</b>	<b>visitamos</b>
<b>visitáis</b>	<b>visitan</b>	<b>limpio</b>	<b>limpias</b>
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<b>ganáis</b>	<b>ganan</b>	<b>nado</b>	<b>nadas</b>
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<b>dibujáis</b>	<b>dibujan</b>	<b>estudio</b>	<b>estudias</b>
<b>estudia</b>	<b>estudiamos</b>	<b>estudiáis</b>	<b>estudian</b>

# Encuentra la Llama



## Escriba, Dibuje, Pasa

#1

#2

#3

#4

#5

#6

#7

## Escriba, Dibuje, Pasa

#1

#2

#3

#4

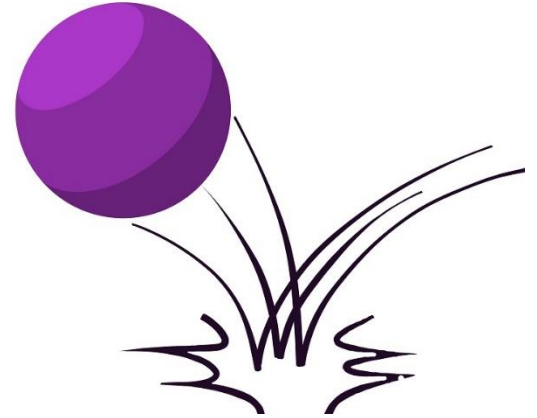
#5

#6

#7

## Ball Toss Question Warm-up

- **¿Cómo te llamas?**  
Me llamo...
- **¿Cómo estás?**  
Yo estoy...(bien, mal, más o menos, etc.)
- **¿De dónde eres?**  
Yo soy de...
- **¿Cómo eres?**  
Yo soy...(alto/a, simpático/a, inteligente, etc.)
- **¿Qué tiempo hace hoy?**  
Hace...(calor, frío, sol, fresco, etc.)
- **¿Cuál es la fecha hoy?**  
Hoy es el \_\_\_ de \_\_\_\_\_.
- **¿Qué día es hoy?**  
Hoy es...(lunes, martes, etc.)
- **¿Cuántos años tienes?**  
Yo tengo \_\_\_ años.
- **¿Qué hora es?**  
Es la/Son las...



## Class Fortune Teller- IR+A+INFINITIVE- Page 1

Voy a escribir una novela popular

Voy a ser deportista de fútbol americano para los Packers

Voy a tener una familia enorme

Voy a cantar para millones de personas

Voy a conocer a Beyonce

Voy a trabajar en una escuela

Voy a ser actor/actriz

Voy a ser policía en una ciudad grande

Voy a hablar español perfectamente

Voy a bailar todo el tiempo; no voy a caminar

Voy a ganar la lotería

Voy a viajar por todo el mundo

Voy a casarme con una persona famosa

Voy a inventar un robot muy humano

Voy a ser presidente de los Estados Unidos

## Class Fortune Teller- IR+A+INFINITIVE- Page 2

-----  
Voy a ser profesor/a de español  
-----

Voy a tener cincuenta gatos  
-----

Voy a vivir en Francia con mis amigos  
-----

Voy a ser doctor/a  
-----

Voy a vivir en Perú con mi familia  
-----

Voy a gastar dinero en una casa muy grande  
-----

Voy a trabajar en un hospital  
-----

Voy a ser muy famoso/a  
-----

Voy a ser millonario/a  
-----

Voy a tener diez hijos  
-----

Voy a vivir en la selva  
-----

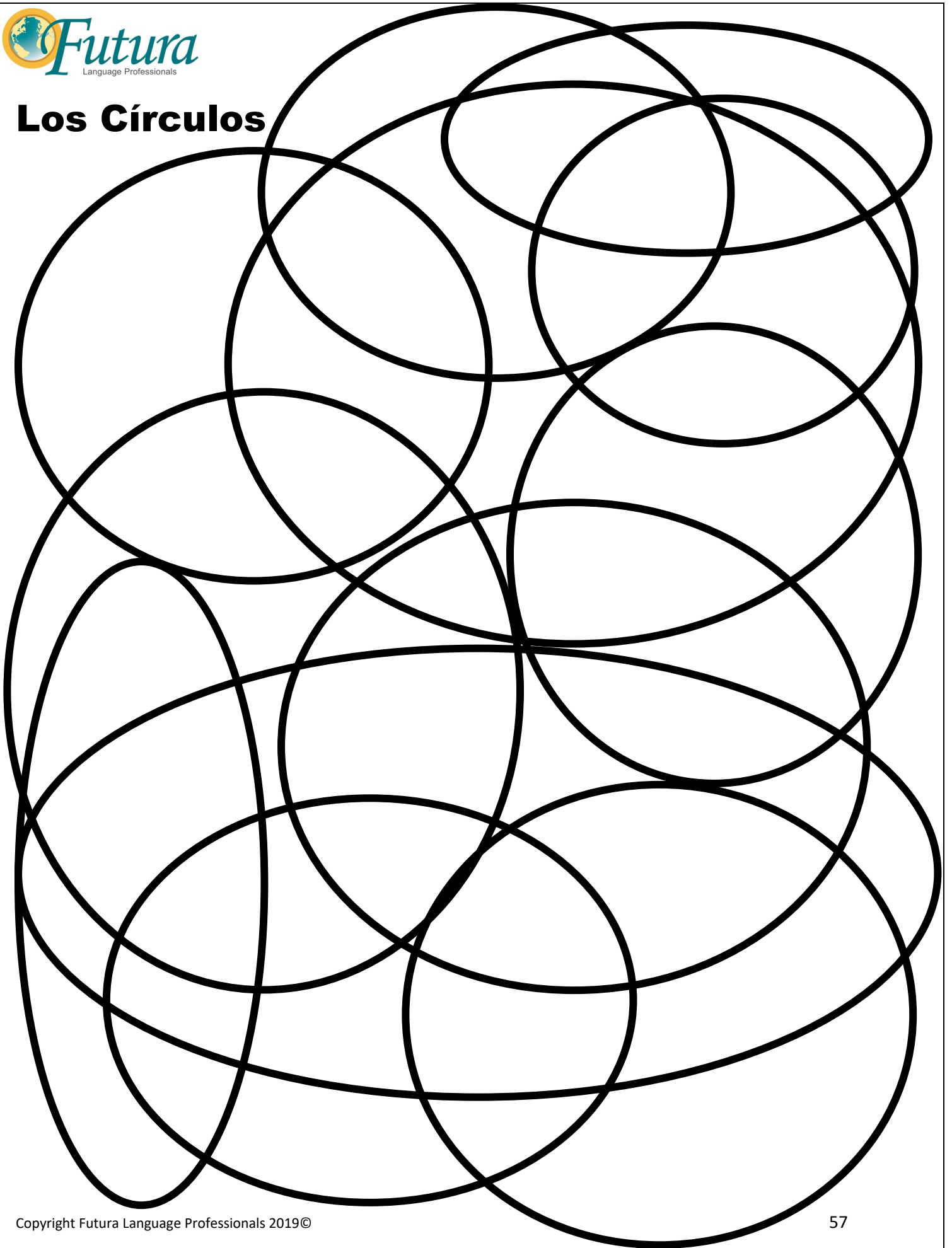
Voy a asistir una universidad en España  
-----

Voy a comer sólo hamburguesas  
-----

Voy a beber sólo limonada  
-----

Voy a tocar diez instrumentos diferentes  
-----

# Los Círculos





# BINGO HUMANO

Can name 3 Spanish-speaking countries	Knows how to say "hello" and "goodbye" in Spanish	Can name the capital of Costa Rica	Loves Mexican food
Has tried Spanish "paella"	Can name the capital of Spain	Has been to a Mexican Grocery Store	LOVES guacamole
Can point out Chile on the map of South America	Has eaten an "empanada" before	Knows how to count to 10 in Spanish	Has tried Latin Dance, like "salsa" or "merengue"
LOVES "churros"	Knows how to ask: "how are you?" in Spanish	Has visited a Spanish-speaking country	Has a friend or family member that speaks fluent Spanish

# Choose your own Tarea!

Nombre: \_\_\_\_\_

## Vocabulario de la Unidad:

Due: \_\_\_\_\_

\*This assignment is using the vocabulary list on \_\_\_\_\_, from Student Resource Page \_\_\_\_\_.

\*Choose \_\_\_\_\_ of the following activities due on: \_\_\_\_\_ OR complete number(s) \_\_\_\_\_, as instructed by your teacher.

\*Circle or highlight the activities on this sheet that you completed and attach this paper to your work to receive credit.

1. Write each word in English and underline it. Then, write the word in Spanish 3 times underneath each term.
2. Use a blank sheet of paper to draw a scribble on the paper. Fill the scribble and the space around it with the vocabulary terms in Spanish and their meanings.
3. Using the vocabulary terms, create a list of the terms from shortest to longest in Spanish. Then, fold the paper in half the long way and translate the words to English on the other side to create a study guide. Keep the paper folded and look at the English side when you study. Try to come up with the Spanish term. Check your work by peeking at the other side when needed.
4. Draw a picture of each vocabulary term. Label it with the vocabulary term in Spanish and color it. (Only use this for lists of nouns)
5. Draw one big picture and include the vocabulary terms in it. Label it with the vocabulary terms in Spanish and color it. (Only use this for lists of nouns)
6. Create a criss-cross using all of the vocabulary terms in Spanish with the English meanings following each word. (Use graph paper) (example: "rojo-red")
7. Create a word association chart. List the vocabulary terms in Spanish on the left of your paper. Next to each term, create a rule, picture, or explanation to help you remember the vocabulary word. Then, write the translations.
8. Write each vocabulary term as a ladder. Then translate to English.

example:  
r  
ro  
roj  
rojo =  
red



