**Spanish Prep Enrichment Lesson Plan Outline Day 3**

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

**Materials:**

Attendance List printed with Emergency Numbers

Students Responsibility Poster & Star Chart

Name stickers or name tents, \*\*\*Student certificates with sticker incentives optional- other incentives for middle school like games, prizes, cultural treats can be used instead.

Cultural visuals from intranet if applicable

Student Resource page copies for students, Ball (can be crumbled paper), whiteboard and dry erase markers or pen and paper*,* Tic Tac Toe template

**Vocabulary: ¿Qué te gusta comer?: food vocabulary and GUSTAR**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **las verduras** | vegetables | **el plátano** | banana | **el postre** | dessert |
| **el tomate** | tomato | **la piña** | pineapple | **las galletas** | cookies |
| **la ensalada** | salad | **el limón** | lemon | **el helado/**  **la nieve (Mex)** | ice cream |
| **el elote** | corn | **la salsa** | salsa | **\*el agua** | water |
| **la cebolla** | onion | **el arroz** | rice | **el café** | coffee |
| **la zanahoria** | carrot | **los frijoles** | beans | **con** | with |
| **la papa** | potato | **el pan** | bread | **sin** | without |
| **las frutas** | fruit | **la carne** | meat | **el hielo** | ice |
| **la fresa** | strawberry | **el pescado** | fish | **la leche** | milk |
| **la manzana** | apple | **el pollo** | chicken | **el refresco** | soft drink/soda |
| **la naranja** | orange | **la sopa** | soup | **el jugo** | juice |
| **las uvas** | grapes | **el yogur** | yogurt | **gustar** | to be pleasing |
| **la sandía** | watermelon | **los huevos** | eggs | **gusta** | One item is pleasing… |
| **el aguacate** | avocado | **el queso** | cheese | **gustan** | More than one item is pleasing… |

1. **Class Greeting & Introduction**
   1. **Attendance Procedures**
   2. **Name tags & Seating Arrangement**
2. **Classroom Management Information**
   1. **Student Responsibility Poster**
   2. **Star Chart with Certificates (if applicable)**
   3. **Attention Getter**
3. **Greeting Song Example here:** [**https://vimeo.com/255133842?share=copy**](https://vimeo.com/255133842?share=copy) **& Conversation practice**
4. **Review: *Baloncesto* –** Divide the class into two teams. Ask the student from the first team a question in Spanish, if he/she answers correctly with the English translation; they get to take a shot into the basket. You can have them use a soft toy, ball or paper ball to throw. You can use an empty trashcan, box, or outline on the ground/whiteboard to throw into. If the student gets the ball in the basket, he/she gets 2 points, if not they just get the 1 point from answering the question correctly. The team with the most points wins. Questions should be based on the vocab they have learned.
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. Be sure to explain the short form, how Spanish is compared to English**
   * + 1. [**https://www.youtube.com/watch?v=5kZ8D7qVbG0**](https://www.youtube.com/watch?v=5kZ8D7qVbG0)
6. **Reinforce: *Around the World (using whiteboard) –*** Separate the students into two groups. Have one person from each team come up to the board (you can also just do this verbally or use pen and paper). Call out a vocabulary word, the student has to race to write the correct translation of the word. If you call it out in Spanish then they have to write it in English and vice versa. The first person who gets it right stays up at the board and the next person from the other team comes up. You continue the game until you go through all the words.
7. **Notas Culturales: Bullfighting and Pamplonada**: Bullfighting (Corrida de toros) is a famous sport in España and other Spanish-speaking countries. These events are held in large stadiums with music and elaborate costumes. The bullfighters (toreros o matadores) excite and move the bull around the arena. The Plaza de Toros in Madrid is the world’s largest ring, seating over 23,000 people. [**https://www.youtube.com/watch?v=HyZTA3RX5Y8**](https://www.youtube.com/watch?v=HyZTA3RX5Y8)

Explain that The Running of the Bulls happens each year in Pamplona, España. Thousands of daring people run in front of many bulls (toros) weighing 1,100 pounds! They are only allowed rolled up newspaper to fend off the los toros. The course is ½ mile, but it typically takes only two minutes to run it. Every year, people are injured in this dangerous event, but each summer more and more people come to run with the bulls! Show the kids the relevant pictures from the intranet**.** [**https://www.youtube.com/watch?v=Pzv5bL9JRp4**](https://www.youtube.com/watch?v=Pzv5bL9JRp4)

See if the students can remember what the most popular sport in the Spanish-speaking world is (el fútbol). Explain that there are other sports in Spanish-speaking countries such as España that are also very popular. Children in España play many of the same sports that children in the U.S. play. Barcelona (in España) hosted the 1992 Summer Olympics. The opening and closing ceremony and some sporting events were held in the Estadi Olímpic de Montjuic (which is a Catalan name; Catalan an official language of Barcelona, alongside Spanish). The theme song for the Olympics was “Amigos para siempre.” [**https://www.youtube.com/watch?v=sU89ZmB71rc**](https://www.youtube.com/watch?v=sU89ZmB71rc)

**Use Day 3 Culture images on Staff portal under Vamos por la Ciudad:** [**Day-3-Culture-Images.**](https://futuraadventures.com/wp-content/uploads/2024/01/Day-3-Culture-Images.docx)

1. **Practice: *Pictionary:***Separate the students into two teams. Have them take turns sending one person up to draw a vocabulary word. Give directions to students that they should not be shouting answers over each other, they get 2 guesses before it switches to the other team to steal.
   * 1. **Variation:** Have the students work as a team as you draw the vocabulary word.
2. **Interactive Activity: *Tómalo -***Materials: One set of flashcards for every two students. Directions: Separate the students into pairs. Go through the flashcards and have them write the correct translations for each of the cards. After the pairs have completed the cards, have them sit opposite of each other with the flashcards between them (this can be on the floor or on a desk). This can be done with the Spanish side facing up (if the vocabulary is very new) or with the English side facing up (to treat it more like a review). When students are ready, say out loud one vocabulary word at a time in the opposite language shown to the students. The first student to look for the cards and touch it with ONE finger, keeps the card and forms a stack with the cards they collect. This game is competitive and must be preceded by rules such as do not block, do not touch all the cards, etc. As the cards left in the middle become less and less, be creative and have fun. Have students put their hands at their sides before starting a period, or have them place their hands on their heads, or sitting on hands, etc. to keep the game lively and interesting. After all the cards are called, have students count the pile they found first in Spanish. Any student who has the most cards is the winner.
3. ***Game: Tic-Tac-Toe:*** Materials: Premade copies of game boards with current vocabulary written in each square or written on a whiteboard. 1 for each pair.

Students are paired up and play Tic-Tac-Toe using Spanish words and oral practice. In order to play an X or O, the students must say the word or phrase in the opposite language correctly. If they are incorrect or do not know, they lose their turn. This can be done both English to Spanish and vice versa depending on the students’ familiarity to the material. If the material is fairly new, create the game by writing the words in Spanish and having the class say the terms in English to win the X or O. If the students have had these words or verbs for a few classes, create a more challenging game by writing the words in English and having the class produce the Spanish. You can also determine if students are allowed to use their notes to play the game based on their familiarity. This can be used for phrases as well by writing a model sentence at the top of the game board. Students could also write the answer in each square if the teacher wants them to also practice written as well as verbal review.

1. **Closing & Goodbye song- Example here:** [**https://vimeo.com/255134516?share=copy**](https://vimeo.com/255134516?share=copy)
   1. **If applicable- Hand out Reward stickers for Star Chart (place on certificates)**
   2. **Orderly Dismissal (line up at door before dismissing class)**