**Spanish Prep Enrichment Lesson Plan Outline Day 1**

**\*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, Board space, notecards with el or la written on them, notecards with vocabulary

**Vocabulary: *¿El o la?:* Gender of Spanish Nouns I**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **el libro** | the book | **el marcador/****el rotulador** | the marker | **la escuela** | the school |
| **el papel**  | the paper | **el sacapuntas** | the pencil sharpener | **\*el aula** | the classroom |
| **el lápiz**  | the pencil | **el reloj**  | the watch/clock | **la luz** | the light |
| **la regla** | the ruler | **el escritorio** | the (teacher-style) desk | **la puerta** | the door |
| **el bolígrafo** | the ball-point pen | **el pupitre**  | the student desk | **la ventana** | the window |
| **la pluma** | the pen | **la silla** | the chair | **el/la estudiante**  | the student (m/f) |
| **el borrador**  | the eraser | **el basurero** | the garbage can | **el/la chico/a**  | the boy/girl |
| **el cuaderno**  | the notebook | **la cinta adhesiva** | the adhesive tape | **el/la muchacho/a** | the boy/girl |
| **la mochila** | the backpack | **la goma** | the pencil eraser | **el/la compañero/a de clase**  | the classmate (m/f) |
| **la tarea** | the homework | **la pizarra** | the chalkboard | **el/la maestro/a** | the teacher (m/f) |
| **las tijeras** | the scissors | **la tiza** | the chalk | **el/la profesor/a** | the teacher (m/f) |

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** **& Conversation practice**
	* 1. **Ice breakers & get to know you activities to build relationships and get to know the students. Here are some options to choose from:**
* **Cognates Game- Ice breaker**  (3-5 minutes)

**Materials:** Using gestures with thumbs-up for “me gusta,” and thumbs-down for, “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 show thumbs up a say “Me gusta” or thumbs down with “No me gusta” 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 beisból, 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.

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

**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 sit back down. The goal is for everyone to say something and show that we are all connected in some way.

1. **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.**
	* 1. Work with the students to fill in their resource page so they can refer back to it
2. **Interactive Activity: Saying “the”:** In Spanish, there are two ways of saying “the.” Review a vocabulary word with each student. You can use a ball and have them try to guess whether the word is feminine or masculine and if it should be “el” or “la”. Have them repeat the word as it should be in Spanish.
3. **Game: Twenty Questions:** Elect a student to come to the front of the room and sit or stand in front of the class with their back to the board. Write a vocabulary word on the board in Spanish. Have the student ask questions and the class give clues (using as much Spanish as possible depending on their level). For example: if the mystery word is "the book", students give clues such as "what is done with it" "what is it for?" When the student guesses the word and whether it is M (masculine)or F (feminine), another student approaches and repeat the activity using a new word on the board.
4. **Parejas:** Give each student a small piece of paper or card with either a noun gender in Spanish (el or la) OR a vocabulary word without the gender noun written. Challenge students to walk around and find a student who has the correct gender for their vocabulary word.
5. **Notas Culturales:** ***¿Dónde está España?*** (Images can be accessed in Futura staff Portal under “Vamos por la Ciudad culture images) Using a map or globe, point to Madrid, España is a country in Europe that borders Portugal y Francia. Explain that Madrid is the capital and largest city of Spain, and it is located in the center of the country. People from Madrid are called madrileños. The currency in España is the Euro, like most other European countries. Today,you and the students were enjoying popular pastimes at one of the largest parks in Madrid, el Parque del Buen Retiro (The Park of the Pleasant Retreat). Show the students the pictures of this park from the intranet.

There are playgrounds, beautiful sculptures, monuments, and galleries in the park. It is also next to an artificial lake, Estanque Retiro (Pond Retreat), where rowboats can be rented. From late mayo to early octubre every domingo during the day there are free concerts at the bandstand. There is also an annual book fair. Around the pond, many puppet shows are performed, horse carriages are available, and there are all types of street performers and fortune tellers. Many parks in España have areas with tables for chess (el ajedrez), checkers (las damas), and dominoes (el dominó). See if the students enjoy similar pastimes at their parks.

Madrid has many fun attractions for kids. People in España also take their children everywhere, even bars and restaurants. Madrid has a zoo and amusement park in La Casa de Campo de Madrid, which is a public park. The combination zoo and aquarium is known as one of the most modern and popular zoos in Europe. The Parque de Atracciones (amusement park) is one of the largest theme parks in Europe and attracts about two million visitors per year. Some of the park attractions include las montañas rusas (roller coasters), los rápidos (the rapids, a water ride), y Tiovivo (a historic carousel).

1. **Buzz in:** Divide the class into two teams. One person from each team comes to the front of the room. Once they're there, give them a word like "clock." The first student to ring a bell or raise their hand answers the correct gender noun: in this case “el or la”. Each correct answer earns the student a point for their team.
2. **Reinforce: *Around the World* Game:** Have two students stand next to each other, say a vocabulary word they learned, the first to call out the correcmt gender noun gets to move to the next person while the other student sits back down. The winner continues to move down the line of students until someone beats them. The new winner then gets to continue moving down the line.
	* 1. **Game demonstration video here:** **https://vimeo.com/741237776?share=copy**
3. **Closing & Goodbye song- Example here:** **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)**
* **Extra time:** Papa caliente, Práctica II worksheet