**Spanish Prep Enrichment Lesson Plan Outline Day 4**

**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
* Materials: Student Resource page, laptop (if available), bag/hat and vocab words on paper slips, whiteboard, paper & pencils.

**Vocabulary: *REVIEW*** **¿Los o las?: Gender (and Number) of Spanish Nouns II**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **el libro** | los libros | **el rotulador/****el marcador** | los rotuladoreslos marcadores | **la escuela** | las escuelas |
| **el papel**  | los papeles | **\*el sacapuntas** | los sacapuntas | ***\*el* aula** | las aulas |
| **el lápiz**  | los lápices | **el reloj**  | los relojes | **la luz** | las luces |
| **la regla** | las reglas | **el escritorio** | los escritorios | **la puerta** | las puertas |
| **el bolígrafo** | los bolígrafos | **el pupitre**  | los pupitres | **la ventana** | las ventanas |
| **la pluma** | las plumas | **la silla** | las sillas | **el/la estudiante**  | los/las estudiantes |
| **el borrador**  | los borradores | **el basurero** | los basureros | **el/la chico/a**  | los chicoslas chicas |
| **el cuaderno**  | los cuadernos | **la cinta adhesiva** | (non-count noun) | **el/la muchacho/a** | los muchachos las muchachas |
| **la mochila** | las mochilas | **la goma** | (non-count noun) | **el/la compañero/a de clase**  | los compañeros las compañeras |
| **la tarea** | (non-count noun) | **la pizarra** | las pizarras | **el/la maestro/a** | los maestroslas maestras |
| **las tijeras** | las tijeras | **la tiza** | las tizas | **el/la profesor/a** | los profesoreslas profesoras |

**¿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** **& Conversation practice**
4. **REPEAT the vocabulary from the last two lessons by handing out copies of the student resource page with the vocabulary list to students and review it with repetition and gestures when possible.**
	* 1. Work with the students to fill in their resource page if they are not already so they can refer back to it
5. **Reinforce: *Pictionary*:** Separate the students into two teams and start drawing vocabulary words. Have the teams take turns guessing what you draw. You can also have one person from each team be the one to draw if you would like. They must guess in Spanish, you can set a limit to guesses if you would like. Set an amount of points to reach for the game to end.
6. **Practice: Project** **¿Los o las?: Gender (and Number)**

To practice vocabulary about word genres and numbers. Ask them to write a short 2-paragraph text in their notebook or on any paper about their daily routine before coming to Spanish class, using as many of the vocabulary words as possible. You can have them take tuns presenting to the class or to each other in small groups.

1. **Notas Culturales:** Clase, hoy vamos a hablar sobre las tapas en España. Today we are going to talk about tapas in España. Who remembers what tapas are? Yes, tapas are small plates that people share like appetizers or snacks. In Madrid, the capital of España, people often eat tapas very late into the night! Aquí tengo un ejemplo de un plato de tapas. I have an example of a plate of tapas. (You can make a small plate with olives, ham, bread, and cheese for example or show the pictures from the intranet.) Tapas can be served “caliente” (hot) or “frío” (cold). An example of a tapa fría would be a cold soup like gazpacho or small cubes of different cheeses (like the popular Spanish Manchego cheese made from sheep’s milk) or olives. An example of a tapa caliente would be skewers of chicken or toasted bread. Jamón Serrano, thinly sliced salty ham, is the most popular tapa in Spain. In an excited, suspenseful voice, tell the students,”Tengo una sorpresa para Ustedes en mi canasta de picnic. I have a surprise in my picnic basket for all of you.” (Have cheese cut in small cubes with toothpicks for the kids to taste. \*Note any allergies in your class ahead of time. If any child in your class has an allergy to dairy products, please skip this activity or change it for small pieces of bread [el pan]) Aquí está una tapa de queso. Here is una tapa of queso. (Remind the students to say “por favor” and “gracias” as you hand out the samples. Ask each student, “¿Te gusta el queso?” and encourage them to respond with a thumbs-up or thumbs-down saying, “Me gusta el queso.” or “No me gusta el queso.” If there is more time, share the following information with students: Ask the students what time they eat dinner by having the students raise their hands to answer, “¿A qué hora cenas?” Explain that Spaniards typically eat very late compared to the U.S.—often around 9pm. Spaniards eat tapas at local bars and restaurants after work and before having dinner (la cena). Lunch (el almuerzo) is typically between 2:00-4:00PM. Tapas are also common on the weekends around noon while socializing before lunch. In some countries in Central America, these snacks are called “bocas.” In Mexico they are known as “botanas.” Tapas often have strong flavors with garlic (ajo), chilies (chiles), saffron (azafrán), and olive oil (aceite de oliva). Popular tapas include stuffed peppers (pimientos), skewers of chicken (pollo), patatas bravas (fried potatoes in a spicy tomato sauce), toasted bread with different spreads or toppings, roasted nuts (nueces), Serrano ham (jamón), Manchego cheese (queso), olives (aceitunas), and slices of salty chorizo.

**https://www.youtube.com/watch?v=TN2XE6Ca1Rk**

1. **Interactive Activity Blooket ¿Los o las?: Gender (and Number) and food vocabulary and GUSTAR** Create a blooket account before class starts. In the “Discover” tab, search FuturaSapnish. You can practice either the Los or Las set or the Food vocabulary set. You can play as a class where students raise their hand to answer or you can have them use their school laptops/cellphones if you would like. Any student who starts doing something else on the screen causes the end to game for the class.
2. **Practice: Práctica I** **¿Los o las?:** Distribute Practice 1 to the class to reinforce the use of vocabulary for gender and numbers. You can challenge them to do it in pairs and then work as a group to review answers.
3. **Game:** **Reinforce:** Divide the class into teams of 2 or 3. Have a hat/bag of all the vocabulary words to choose at random. Having one team go at a time, challenge them to work as a team to call out the translation of the words you call out (either English for the Spanish word or vice versa). Whoever gets the most words correct in 60 seconds wins. You can do a couple of rounds for this.
4. **Musical Chairs:** Play a round of musical chairs. Student who gets eliminated has to answer a vocabulary question.
5. **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)**