**Spanish Prep Enrichment Lesson Plan Outline Day 5**

**\*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
* Materials: Student Resource page copies, Four large index cards or pieces of printer paper, a marker, tape, small ball

**Vocabulary****: ¡Buen Provecho!**

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| --- | --- | --- | --- |
| **el desayuno** | the breakfast | **la cuchara** | the spoon |
| **el almuerzo** | the lunch | **el cuchillo** | the knife |
| **la merienda** | the snack | **la servilleta** | the napkin |
| **la cena** | the dinner | **el mesero/ la mesera** | the waiter |
| **la comida** | the food/ the meal | **la cuenta** | the bill |
| **la bebida** | the drink | **la propina** | the tip |
| **la carta/ el menú** | the menu | **pagar** | to pay |
| **el restaurante** | the restaurant | **cocinar** | to cook |
| **el plato** | the plate | **preparar** | to prepare |
| **el vaso** | the glass | **lavar** | to wash |
| **el tazón** | the bowl | **el tenedor**  | the fork |
| **la taza** | the cup | **vegetariano/a** | vegetarian |

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.**

1. **Review: Four Corners:** Materials: Four large index cards or pieces of printer paper, a marker, tape, vocabulary list for teacher’s reference. Label various areas in the classroom with four different signs, such as “Yo veo,” “No veo,” “Yo tengo”,“No tengo.” Then call out various characteristics such as “color,” “tamano” “sabor” negro,” etc. Students must move from sign to sign depending on what is true for them. This would also work for any type of categorizing. Some ideas are labeling the classroom with the four seasons and calling out clothing vocabulary. Or using “me gusta,” “no me gusta,” “me gusta mucho,“no me gusta mucho,” which could correspond with food, etc.
2. **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.**
3. **Reinforce: Baloncesto-** Materials: soft toy, ball or paper ball; current vocabulary list

Divide the class into two teams. Ask a student from the first team a question in Spanish, if he/she answers correctly; they get to take a shot at the basket. You can have them use a soft toy, ball or paper ball to throw. You can use an empty trashcan or box 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.

1. **Practice Reverse Pictionary: Materials**: whiteboard (or scrap paper); list of current noun vocabulary **Directions**: Teacher says a term aloud in Spanish. two students 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 the students must stop drawing their illustrations to be checked (even if they are not totally complete). Teacher then reveals what the term correctly means in English. Older students could also be asked to write the term in Spanish on their board before drawing. The teacher continues through the list and students 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
2. **Notas Culturales:** Review that Madrid is the capital city of España. Hold up a map and see if the students can find España. Though Madrid has modern edificios, it also has many historic neighborhoods and calles. There are many monuments and museums in la ciudad. Show the students images of la ciudad from the intranet. En las calles de Madrid you can find a museum of outdoor sculptures in el Paseo de la Castellana. There are classic fountains and statues of historic figures. Pass the images of these sculptures around for the students to see. One of the most famous and popular museums is El Prado, where many paintings by famous European artists are on display. This is one of the world’s greatest art galleries. One of the most famous paintings from the gallery is “Las Meninas” by Diego Velázquez. Show the students the intranet pictures of the museum and painting. Another fun place to visit would be the Chocolatería San Ginés. This chocolate shop is known for its churros con chocolate, deep fried pastries served with a cup of thick dipping chocolate. See if the students would enjoy visiting this shop! There are different ways to say the same word in various Spanish speaking countries. For example, in Spain, “el coche” is used for “car” but in many Latin American countries people say “el carro.”
3. **Interactive Activity** **Around the World:** Start on one side of the room and have two students stand up. Say a term in English or in Spanish and have the students standing race to say the opposite. For example, the teacher says, “the breakfast ” and the two students race to say, “el desayuno” Whichever student says it correctly first moves on to the next student in the line of desks. The student who lost sits down. The winner continues to snake through the 10 classroom until s/he loses to a classmate. The new winner stands and continues to race against the next student, while the losing student sits in the seat of the new winner. Encourage students awaiting a turn to study their notes at their desks until it is their turn. This will help keep them involved in the game. Have students turn their notes over on their desk when it is their turn to stand and compete.

**10**.**Practice: Time bomb/Hot Potato-** Have the students stand in a circle. For this game you need a timer (such as an egg timer or an alarm clock). Set the timer and pass it to a student, ask him/her a question, once answered, have the child pass the timer to the next student, who in turn does the same. The student left holding the ball when the timer/alarm goes off is out for the game. This student can sit in the middle of the circle or sit down in his or her place. You can also have these students be lifelines of help for the other students answering questions to keep them involved in the game. Questions asked can vary depending upon 20 the topic. For example, for school subjects, questions you could ask the students could be: “¿Qué comida te gusta? ¿Qué comida hacemos en la mañana? ¿Cómo se dice lunch en español? etc.

1. **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)**