**Spanish Prep Enrichment Lesson Plan Outline Day 6**

**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, whiteboard, Lotería print outs and pieces of paper/beans to mark space, dice, one copy of Practica II for the teacher (or have it on a laptop/phone), ball

**Vocabulary: Verbs**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **abrazar** | **to hug** | **explicar** | **to explain** | **aprender** | **to learn** |
| **ayudar** | **to help** | **ganar** | **to win** | **beber** | **to drink** |
| **bailar** | **to dance** | **gastar** | **to spend** | **comer** | **to eat** |
| **besar** | **to kiss** | **hablar** | **to talk/speak** | **comprender** | **to understand** |
| **buscar** | **to look for** | **limpiar** | **to clean** | **correr** | **to run** |
| **cambiar** | **to change** | **llamar** | **to call** | **creer** | **to believe** |
| **cantar** | **to sing** | **llegar** | **to arrive** | **leer** | **to read** |
| **comprar** | **to buy** | **llevar** | **to wear** | **aprender** | **to learn** |
| **contestar** | **to answer** | **mirar** | **to watch/look at** | **abrir** | **to open** |
| **descansar** | **to rest** | **nadar** | **to swim** | **decidir** | **to decide** |
| **dibujar** | **to draw** | **preguntar** | **to ask** | **discutir** | **to discuss** |
| **enviar** | **to send** | **regresar** | **to return** | **escribir** | **to write** |
| **escuchar** | **to listen** | **trabajar** | **to work** | **recibir** | **to receive** |
| **esperar** | **to wait for** | **viajar** | **to travel** | **subir** | **to climb/go up** |
| **estudiar** | **to study** | **visitar** | **to visit** | **vivir** | **to live** |

Steps to Conjugate Verbs:  **Steps to Conjugate –ER Verbs:**

1. Remove the AR, ER, or IR to leave the stem of the verb. **Step 1-** Drop the  *ER*, to leave the stem.

2. Add the new ending depending on the pronoun/subject. **Step 2-** Decide which pronoun is needed.

**Step 3-** Add *the corresponding ending*.

**Target Vocabulary and Concepts:**

**-ER Verbs -ER Verb Endings**

|  |  |
| --- | --- |
| 1. aprender | to learn |
| 1. beber | to drink |
| 1. comer | to eat |
| 1. comprender | to understand |
| 1. correr | to run |
| 1. creer | to believe |
| 1. leer | to read |

|  |  |
| --- | --- |
| yo o | nosotros emos  nosotras |
| tú es | vosotros éis  vosotras |
| él  ella e  usted | ellos  ellas en  ustedes |

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**](about:blank) **& 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:**
4. **Review: Tic-Tac-Toe for Vocab** Separate the students into 2 groups. Have one person from each group come up to the tic tac toe board drawn on the whiteboard. In order to play an X or O, the students must say a word or phrase they’ve learned correctly, you can give them the word to translate or they can come up with one. 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. 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. This game can also be used with verbs and pronouns to practice conjugation. Students could also write the answer in each square if the teachers wants them to also practice written as well as verbal review. The addition of the written portion would be most helpful when practicing verb conjugation with this game.
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.**
6. **Interactive Activity** **Conjugation Dice game- (5-15 minutes)** Materials: two dice of different colors for each group of 3-4 students, chalkboard space or copies of verb/pronouns that the numbers on the dice will correspond with, for each group. Create a list of subjects for the first die color. For example: RED- 1. yo, 2. Pablo y Ana, 3. nosotros, 4. Sr. Aguilár, 5. Pilar, 6. tú. For the second die color, write an –ar, -er, or -ir verb (or all of one type of verb if reviewing a certain type) for each number, 1-6: GREEN- 1. vivir, 2. charlar, 3. necesitar, 4. beber, 5. subir, 6. mirar. This can be done on the board or on a handout for each group to reference. In groups of 3 or 4, students will roll the two dice and look at the chalkboard/handout that will indicate the sentence they need to say to their group. If s/he rolls a 1-RED, (or the first color die) and a 2-GREEN (or the second color die), then s/he must name the yo form of the verb charlar. If s/he is correct, s/he gains the total number of points shown on the dice (making this part skill, part luck). Make sure to review pronouns and conjugations before starting this game.
7. **Practice: Práctica II:** Write some of the problems on the Práctica on the board or on a piece of paper for the students to take turns coming up to answer them. Then go over them as a group. Challenge them to try and do it without their resource page.
8. **Notas Culturales:** Hold up a map or globe and see if the students can point out where España is and tell you what the capital is. Explain that they are going to see un baile del flamenco and see if they can remember what that is. Follow this up by showing the pictures of the flamenco dancers from the intranet. Ask the students to tell you what they notice from the pictures. For example: ¿Qué llevan? What are they wearing? ¿Cuáles colores ves? What colors do you see? Review these things in Spanish with the kids. Explain that el baile is based around the Flamenco song and is usually accompanied by una guitara. Palmas are used for hand clapping and castanets/castañuelas are percussion instruments that are also used during flamenco dancing. A dancer typically has one set per hand and “claps” the castañuelas after stomping. If you can do a quick demonstration using las castañuelas that you made or show a clip from Youtube to demonstrate las castañuelas. If there is more time, explain how in different countries there are unique and informal phrases or words that are commonly used (slang). Here in the United States we say things like: Cool! Or Bummer! See if the kids can share other appropriate popular slang phrases. In Spain popular phrases to say “cool” are guay y mola. In other Latin American countries they say, “Chévere, padre, and buena onda.” Have the kids practice saying these with you like they would say “cool.”

[**https://www.youtube.com/watch?v=YGfQkIBMBp8**](https://www.youtube.com/watch?v=YGfQkIBMBp8)

1. **Practice: Lotería:** Practice going over some of the vocabulary using the Lotería cards.
2. **Reinforce: Culebra del Verbo- (5-10 minutes**)

Materials: Timer, List of current verbs in hand for teacher reference. Before starting this game with the class, review verb endings of the type of verbs planned to use during this activity. This is a time-race game in which students are competing against themselves, trying to beat their old time. Start at one end of the room and have all students stand up. You will give the class a verb and then start the timer. They will snake down and up the rows conjugating the verb. When they make it through all 6 forms, they simply start over until the verb has snaked all the way around the room. E.g., “yo abrazo, tú abrazas, ella abraza, nosotros abrazamos, vosotros abrazáis, ustedes abrazan, yo abrazo, tú abrazas, él abraza…” Challenge them with more verbs and see which verb they can conjugate the fastest. Keep track of their times, and later you can have them try to beat their record.

1. **Review: Hot Potato:** Played like a regular game of Hot Potato, except to stay in the game you need to stay a vocab word that’s been reviewed that day. You cannot repeat the word that the last two people have said, and one term can only be said a total of 2-3 times. Teacher keeps a list of words that have been said and how many times they are said. Once a student cannot recall a word, they are out of the game.
2. **Closing & Goodbye song- Example here:** [**https://vimeo.com/255134516?share=copy**](about:blank)
   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: Game: Interactive: Blooket:** Create a blooket account before class starts if you do not already have one. In the “Discover” tab, search FuturaSapnish.
  + Click on the following set and play a game to review: Part 4, Section F. The Present Tense: -AR, -ER, -IR