**Spanish Prep Enrichment Lesson Plan Outline Day 7**

**\*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, vocabulary words on slips of paper, hat/bag, Dice, index cards,

**Vocabulary: Saber y Conocer**

**SABER**

|  |  |  |  |
| --- | --- | --- | --- |
| yo | **sé** | nosotros | **sabemos** |
| tú | **sabes** | vosotros | **sabéis** |
| él/ella/  usted | **sabe** | ellos/ellas  ustedes | **saben** |

Need a memory assist?

Just think of SHIF:

**S**aber

**H**ow to xyz

**I**nformation

**F**acts

**CONOCER**

|  |  |  |  |
| --- | --- | --- | --- |
| yo | **conozco** | nosotros | **conocemos** |
| tú | **conoces** | vosotros | **conocéis** |
| él/ella/  usted | **conoce** | ellos/ellas  ustedes | **conocen** |

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: Charades:** Review the verb vocabulary that was taught the previous class. Separate the group into 2-3 teams and have them take turns sending one person up to choose a vocabulary word randomly out of a hat and act out the verb. You can either give them a time limit or amount of guesses before they lose the turn.
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: Dice Race:** Write “yo \_\_\_\_\_\_, tú \_\_\_\_\_, nosotros\_\_\_\_, etc.” and select whether students are trying to fill in with the correct Saber or Conocer term (do one at a time so they do not get confused). Separate the students in two groups. Have one student race to their one dice and have them try to score a 5. Once they roll a 5 they can go to their side of the board to write the answer to fill in the blank for their corresponding phrase. Whether they write the correct answer or not, they need to go to the back of the line and the next person needs to run to roll the dice. If the answer was incorrect, that still needs to be answered by the next person correctly. Each question must be answered one at a time. The first group to finish answering their phrases wins. Students can review their resource page while they wait in line but must leave it when they go to start rolling the dice.
7. **Practice: Four Corners: Materials:** 3-4 corners of the room labeled with a vocabulary or grammar choice. For example, “sé, sabes, sabe, sabemos” or “conozco, conoces, conoce, conocemos”
   * 1. **Directions: Traditional Four Corners:** Teacher says a word or phrase and the students walk to the corner with the corresponding answer. (Some questions may have more than one correct answer.) For example: For seasons, the teacher would say a weather term like “Hace frío” and the students would move to the season that is most likely to have that weather pattern in this case, “invierno”. For articles, the teacher says a vocabulary word and the students move to the appropriate article for that word. For example: If the teacher calls “blusas”, students would move to “las” or “unas.”
     2. **Directions: Four Corners with a Twist**: Students play the game as above, but this time there is a student chosen to be in the middle of the room with his/her eyes closed. The teacher says the term/phrase and the rest of the class moves to the corner as they did above. Once all students have chosen a corner, the student with his/her eyes closed points to a corner without opening his/her eyes. Any students that are standing in the chosen corner are “out” for that round. The student in the middle changes with each question.
8. **Notas Culturales:** See if the students remember the definition of una tapa. Review the meaning and some of the tapas they have learned about practicing “caliente” and “frío.” Then explain that the tortilla española is the most commonly served dish in Spain. This popular tapa can also be served cold or hot, sliced or cut up in small pieces. Unlike the Mexican tortilla or tortillas in other Latin American countries this is a dish made of eggs (huevos) and potatoes (papas) and is similar to an omelet. Tortilla is the Spanish word for a small round cake. The tortilla española can be made with a variety of different ingredients and can vary across different regions of Spain. For example other ingredients could be green or red peppers, chorizo, tuna, shrimp, or different vegetables. <http://www.enforex.com/culture/tortilla-espanola.html>
9. **Reinforce: Heads Down, Vocab Up!: Materials:** Index cards with current vocabulary
   * 1. **Directions:** Pick 5-6 student to be “it”. Give each of these students a notecard with a vocabulary word in English (picture cards can be used for non-readers). Turn off the lights and the rest of the class must put their heads down (no peeking) and one thumb up on their desk. The students chosen go around the room and pick someone by touching his/her thumb. When the teacher turns the lights on, those picked stand up and try to guess who picked them. Rather than calling out the student’s name who he/she believes touched his/her thumb, they must call out the vocabulary word in Spanish that the student is holding. If the students standing guess the student correctly AND say the Spanish word correctly, they get to trade places and be “it” for the next round. If they get either incorrect, they sit back down. Review the vocabulary terms orally with the class and switch out the index cards with different terms so more can be reviewed each round.
10. **Practice: Around the World:** Start on one side of the room and have two students stand up. Establish whether you are reviewing Saber or Conocer. Say a pronoun such as, “yo, el, tú, etc.” and they need to put in the correct following term. 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.
11. **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)**