**Spanish Prep Enrichment Lesson Plan Outline Day 8**

**\*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 (they should already have them), Lotería copies from Day 6, whiteboard/paper, Dice, ball

**Vocabulary: ALL SEMESTER REVIEW**

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.**
4. **Make sure to review any words that you plan on using for the games. Try to use different words for each activity and review them before starting.**
5. **Interactive: Baloncesto: Materials:** Small slips of scrap paper (10+ for each student); A large recycle bin or garbage can from the classroom, board space or pre-made question and answers on a projector/smart board. **Directions:** Move all students desks/chairs so they form a circle facing the center of the room (or they can sit/stand in a circle). Place the recycle bin or garbage can in the center of the circle. Pass out slips of paper to all students randomly, approximately 10 each; doesn’t have to be exact. Assign the students to “Team 1” or “Team 2” by calling out the students 1-2-1-2 around the circle. Students stay in that position (every other) in order to check the person next to them after each question and make sure his/her answers are correct. Call out or reveal on the projector the first translation. Students then work individually to write the Spanish equivalent on a slip of paper. Write the answer on the board or reveal the answer on the projector and instruct students on Team 1 to check the answers of Team 2 and vice versa of the students next to them. Next, tell students on Team 1 who got the answer correct to stand. They just earned a point for their team. Count the students in Spanish aloud and then use a key word like, “vamos” to instruct them to shoot for the extra point. The students who are standing crumple up their slip of paper and shoot into the garbage. Write the total points for Team 1 for that round on the board or have a student keep score at their desk. Do the same for Team 2. Instruct them to stand. Count them aloud. Use a key word to allow them to shoot and add those that make it into the garbage to their score. Continue onto the next translation and repeat the process. This works best for short, one- or two-word answers, verb conjugations, numbers, time, etc. You can decide if spelling counts or not for this game depending on the age and level of the players. Make sure to set guidelines right away such as, “if a player throws a crumpled ball of paper without getting it correct or before the key word is called, 5 points get subtracted from their team’s score.” This will increase the incentive to get the answers correct and eliminate random things flying in the classroom.
6. **Practice: Reverse Pictionary: Materials**: Dry/Erase board sets for all students (or scrap paper); list of current noun vocabulary **Directions**: Teacher says a term aloud in Spanish. All students (and the teacher) 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 ALL students must hold up their illustrations to be checked (even if they are not totally complete). Teacher then holds up his/her drawing and the spelling of the term in Spanish. Older students could also be asked to write the term in Spanish on their board before drawing. The teacher continues through the list 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.
7. **Interactive: Dice Race:** Write phrases or any vocabulary word and have the students either correctly fill in the phrase or translate in the opposite language. 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.
8. **Reinforce: 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.
9. **Practice: Lotería**: Practice going over some of the vocabulary using the Lotería cards
10. **Review: Hot Seat Relay: Materials**: large open rectangular space in the classroom with two rows of chairs facing each other about 4-5 feet apart, one chair per student. Move all of the desks out of the way except two. Place one desk/chair at the front of each row of chairs. **Directions**: Divide the class into two teams. Have each team sit together in one of the rows of chairs. Teacher stands in the front of the two rows by the desks. The two students who are seated closest to the front will compete trying to answer the teacher’s question (similar to “Around the World”). Player Option 1: If a student knows the answer, he/she needs to stand up and run to the end of the row, tag the wall and run back and sit in the desk in front of the teacher before his/her opponent. He/she then can attempt to answer the question. If the answer is correct, he/she earns a point for his/her team. If the answer is incorrect, the opponent gets a chance to steal. Player Option 2: If a student does NOT know the answer, he/she can run up to a player on his/her team and ask for the correct answer. The team member must whisper the answer in his/her ear. However, he/she must then go back and tag his/her chair before continuing to tag the wall and run back to sit in the desk in front of the teacher. At the end of the turn, all students shift up one chair and the current players go to the end of the rows for their team.
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)**