**Spanish Prep Enrichment Lesson Plan Outline Day 2**

**\*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, whiteboard, ball, different objects for counting (can be printed images)

**Vocabulary: ¡Uno, dos, tres!: Student Resource Page for Numbers 0-10 (TENER & SER)**

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| --- | --- | --- | --- |
| **cero** | zero | **siete** | seven |
| **uno** | one | **ocho** | eight |
| **dos** | two | **nueve** | nine |
| **tres** | three | **diez** | ten |
| **cuatro** | four | **más** | more/plus |
| **cinco** | five | **menos** | less/minus |
| **seis** | six | **ser (es/son)** | to be (is / are) |

|  |  |
| --- | --- |
|  **SER =** |  **to be** |
| **yo soy** | **nosotros somos** |
| **tú eres** | **vosotros sois** |
| **él****ella es****usted**  | **ellos****ellas son****ustedes** |

|  |  |
| --- | --- |
|  **TENER =**  | **to have** |
| **yo TENGO** | **I have** |
| **tú TIENES** | **You have (informal)** |
| **él TIENE** | **He has** |
| **ella TIENE** | **She has** |
| **usted TIENE** | **You have (formal)** |

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**](https://vimeo.com/255133842?share=copy) **& Conversation practice**
4. **Review: El Raton y el Queso (Hangman):** Played similar to Hangman, the point of this alternative is to save the cheese from the mouse while guessing the word. Dra a simple mouse at the bottom of some stairs and cheese at the top (you can decide how many incorrect guesses you’ll allow your students to get). Each time a student misses a letter, draw a little loop to show the mouse going up a step. If students guess the word before the mouse reaches the top of the stairs, they win!
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.**
	* 1. Work with the students to fill in their resource page so they can refer back to it
6. **Reinforce: Pasa la pelota:** Have the students stand in a circle. They are to toss the ball to the person on their right and go through the numbers they just learned. If they complete all the numbers, they continue until they go through everyone at least twice. You can play this in two variations:
	* 1. **Variation 1:** As the students go around the circle, the first person to not be able to say the next number gets out of the circle and sits down, they can practice while the game continues. Last person standing wins.
		2. **Variation 2:** The students toss the ball one by one each saying the numbers in order. Once someone cannot say the next number or gets it wrong, they start all over again. You can have them change directions in which they toss the ball and who starts if you wish.
7. **Practice:** Briefly explain that *es* and *son* are two forms of *ser* and how they are used. Go over the conjugation of ser in their resource page and practice using it with them. Then, teach students the “Diez Muchachos” song to the tune of “Ten Little Indians.”

Uno, dos, y tres muchachos

 Cuatro, cinco, seis muchachos

 Siete, ocho, nueve muchachos,

 Diez muchachos son

 For kinesthetic reinforcement, have **all** the students hold up the correct number of fingers as

 they sing. Next, teach the hay construction. Explain to the students, and practice by making

 one student “*el pausador*/*la pausadora*.” As half of the students sing the song, the

 *pausador* can shout “*ÍPAUSA!*” and all the singers stop. The teacher then asks the class

“*¿Cuantos muchachos hay?*” The singers get a point for stopping promptly when *pausa* is

 called, the rest of the class gets a point for correctly answering the question in a complete

 sentence.

1. **Notas Culturales:** Gather all the students on the floor and initiate a discussion about breakfast in Mexico, where Dani and Beto live. Ask the students what they think Dani and Beto’s family might eat for breakfast based on what they heard during the earlier discussion about breakfast. Explain how eggs, beans, tortillas and salsa are, in fact, very common for breakfast in Mexico. Be sure to emphasize all of the words in Spanish. Another really common breakfast is *chilaquiles.* **Chilaquiles** are a traditional [Mexican dish](http://en.wikipedia.org/wiki/Mexican_cuisine). Typically, [tortillas](http://en.wikipedia.org/wiki/Tortillas) are chopped up and fried. These crunchy chips (*totopos*) are then covered with salsa and cooked. Eggs and cheese are sometimes added to the mix. Chilaquiles are often served with beans. Even at breakfast, chicken is sometimes added to the chilaquiles. <https://www.youtube.com/watch?v=xL_XD2wfYws>The word for chicken in Spanish is *pollo.* The word salsa in Spanish literally means “sauce” and so Mexicans use the word salsa for ALL sauces: *Salsa de mayonesa* (mayonaise), *salsa de catsup* (catchup), etc. However, the typical salsa is a spicy sauce that is usually green or red. *Salsa verde* is green salsa and *salsa roja* is red salsa. If you like, bring in samples for the kids to try with the *totopos* (chips), but remember that they will have the opportunity to try these on Day Seven of the course as well. If there is time, initiate a discussion where Dani and Beto ask the students how their Mexican breakfast is different from an American breakfast.
2. **Interactive Activity: Before and After Scenes:** Set up a study scene ahead of class time, when possible, created with concrete objects for students to view – notebooks, pencils, chairs, ect. Have a different number of each object. Ask the students to take a good look, then have them close their eyes. Rearrange the scene and remove or add some objects of the same categories. Ask them to tell you what is different, focusing on numbers and what is present rather than location. For example, you may have moved the pencils around, but that is a distraction to draw attention from the fact that you added 2 pencils. Students will use “Hay [number] [object],” “No hay [object],” and you may even choose to teach them “Había(n) [number] [object].” Additionally, you may divide the class into teams or pairs and give them time to write their answers down before you see what team gets the most right.
3. **Practice: Count Me!:** As a class, count your way around the room” ask the students how many of a specific object there are, then count them in unison. You could focus on books, windows in the room, etc.
4. **Game: Quick Math!:** Put your students’ math skills to the test! With students turned around or heads down so they cannot cheat, write some easy addition and subtraction questions on the board (i.e. ocho – dos =? tres + tres =? ect.) and have different teams race to answer their questions. Each student must answer only one question before going to the end of the line to let the next person come up. They may have their student resource pages while in line but cannot have them at the board (unless you choose differently). First team done with all questions answered correctly wins.
5. **Closing & Goodbye song- Example here:** [**https://vimeo.com/255134516?share=copy**](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)**

**Extra game: Circle of Math:** Start by reviewing numbers 0-10 with the class. Have the class stand in a circle wide enough to be tossing a ball around. The first child with the ball says a simple number ranging 0-10. S/he then tosses it to another child who says either “más” or “menos.” S/he tosses it to another student who says another simple number. Students need to be doing math in their head while being ready to catch the ball. This continues as students alternate between a simple number and either “más” or “menos,” for several turns. Finally, a student can choose to say, “son.” The student who s/he throws to then has to say the answer to the math problem. The game will then start over as the student who answered throws to another student to start a new math problem.