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

**\*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, notecards, dice

**Vocabulary: *Los días de la semana***

|  |  |  |  |
| --- | --- | --- | --- |
| **lunes** | Monday | **domingo** | Sunday |
| **martes** | Tuesday | **la semana** | the week |
| **miércoles** | Wednesday | **hoy** | today |
| **jueves** | Thursday | **ayer** | yesterday |
| **viernes** | Friday | **mañana** | tomorrow |
| **sábado** | Saturday | **¿Qué día es hoy?** | What day is today? |

* What gender are the days of the week? Masculine or feminine? \_\_\_ masculine \_\_\_.
* What grammar rule is different when you write the Spanish days of the week rather than the English days of the week? \_\_\_\_all days are written with lowercase letters in Spanish\_\_\_
* **Nota Cultural:**

What’s the first day of the week according to Spanish calendars? \_\_\_Monday\_\_\_.

What is it according to English calendars? \_\_\_Sunday\_\_\_.

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:** Write out the Spanish vocabulary terms on the board or have a paper with them written. Ask questions that would fit those vocabulary terms and have the students answer what question they would need to ask it in Spanish.
   * 1. What question would you use if you want to know where someone is from?
        1. Answer: ¿De donde?
     2. What question would you use if you want to know the price of something?
        1. Answer: ¿Cuánto/a?
     3. What question would you use if you want to know who took your cookie?
        1. Answer: ¿Quién?
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:** Teach students the song for days of the week to the tune of *The Adam’s Family*

Una semana (snap, snap)

Una semana (snap, snap)

Una semana, una semana, una semana (snap, snap)

Hay lunes y el martes

miércoles y jueves

Hay viernes, sábado

Y hay el domingo.

Una semana (snap, snap)

Una semana (snap, snap)

Una semana, una semana, una semana (snap, snap)

1. **Practice: Dice Toss:** Can be done as a class or in small groups of 3-4. If done in small groups, give each group a pair of dice. One dice will represent the day of the week, there are only 6 sides so one day will be left out which is fine.A dice can also be made specifically to have the week days written using a dice template. The other dice will represent the amount of points they can win if they translate the day correctly in less than 10 seconds. Whether the student gets the answer right or wrong, the dice go to the next person in the group after one roll.
2. **Notas Culturales:** Gather all the students and initiate a discussion about being polite when trying new foods. Remind the students that Dani and Beto live in Mexico. While they may eat some foods that the students in this class know well, they also eat foods that are very different. Describe some typical foods to them, using pictures and recipes from the internet for dishes such as tamales (which can be sweet or spicy), enchiladas, quesadillas, tacos, burritos (de lengua, for example), and any others you know from your own travels. (Be sure to explain to them that burritos are not typical in most of Mexico, but can be found in the Mexican cities closest to the United States’ border. )Mole makes a fun discussion as it has chocolate, chiles, and peanuts in it. Students love to hear about chapulines (fried grasshoppers), too! <https://www.youtube.com/watch?v=F8f12WOibOw> . As you describe each food, emphasize the vocabulary you have learned thus far, as well as ways of talking about what food tastes like. Ask your students which dishes sound rico, and which ones do not. Ask them what they would do to make Dani and Beto feel welcome at their house for lunch, and discuss what things it’s important to say when they eat at someone else’s house and are presented with unfamiliar foods. Explain that it is particularly important to be polite at a restaurant, which they will be practicing later in class. (You will want to present this bilingually and then encourage follow up discussion like the few questions noted above. Also, you can utilize the notas culturales time to bring in samples of foods like tamales, typical jugos, or Mexican pastries for the kids to try. You can just buy one or two things and cut them into small pieces to share, as the students probably won’t want to eat too much. Emphasize the use of por favor and gracias during the merienda, as well as pásame. Be sure to have the students use these phrases each class.)
3. **Interactive Activity:** **Scrambled Days!:** Make various sets of notecards with the days of the week so that you have enough to divide your class into several groups of 3-4 students. Make sure they are well-scrambled before giving them to the students. Have them get on their marks..get set..go! Start the clock; whichever group has the days of the week unscrambled and in order the quickest wins a point. Play several rounds and change groups to add a new challenge.
4. **Practice: Mata la Mosca:** Separate the students into 2 teams and have them stand in a link, one behind the other. Place the flashcards with the days of the week on a table or the floor some distance from the teams. Call out one of the days and have the first people in line race to be the first to slap the correct card for points. They then go to the end and the next people in line go after a new word is given. Set ground rules before starting the game to ensure safety. Things like no pushing, no sliding on the floor, no slapping each others hands,, etc. Doing so will result in students being out of the game.
5. **Game: Chair Choas:** Put chairs in a circle, one fewer than the number of students in your class. Have the students walk around the chairs, everyone singing the *Adam’s Family* days of the week song from this lesson. Without warning, the teacher stops singing, and everyone must find a chair. Whoever doesn’t have a seat is out and must review their study sheet. Keep doing this until only one student is left. (Remember to pull away a chair each time a student is eliminated.) **¡OJO!:** Set some ground rules to maximize learning benefit and to ensure safety, such as "Anyone not singing along is automatically out.” and “Anyone not helping everyone be safe during the game is automatically out.” A good suggestion would be to start as girl, boy, girl boy for order.
6. **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)**