

***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 or paper, slips of paper with vocab, Battleship sheets

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

Vocabulary: Verbs, Verbs, Verbs: -ar, -er, -ir

1. Class Greeting & Introduction
 - a. Attendance Procedures
 - b. Name tags & Seating Arrangement

2. Classroom Management Information
 - a. Student Responsibility Poster
 - b. Star Chart with Certificates (if applicable)

c. Attention Getter

3. **Greeting Song Example here:** <https://vimeo.com/255133842?share=copy> & Conversation practice
4. **Review: Race:** Review -ER and -IR verbs through a quick racing game. Using either the whiteboard/smartboard or a piece of paper, have different combinations of the verbs from each lesson and the verb endings listed numerically. Separate the group into 2-3 teams (each team should have their own list) and have them stand in a line. The groups should then race by sending one team member at a time and try to be the first group to finish their list. Once teams are finished, look through their answers and go over any incorrect ones. The team that finished first gets 3 points, the second gets 2, and so on. If a team gets more than half of them wrong, they get a point taken away no matter their place in how they finished.

Variation: Teams get a point for every question they get right instead of who finishes first.
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. **Reinforce:** Assign each student 2 verbs (go down the list so it is easy to track). Each student must then write all the variations of the verbs using the different pronouns for their assigned words. Go around and have them share at least 1 different ending for each word. If there are any words left over after they have been assigned, you can do them as a group. Ask students to take notes if it will be helpful.
7. **Practice: Charades- (5-10 minutes)** Materials: Slips of paper with current vocabulary or verbs written on each in Spanish. Variation 1- Divide the class into 2-3 teams. Have a hat full of the vocabulary or verbs and see how many a team can guess when timed for 60 seconds. Repeat with the next team(s) and play until all students have gotten a chance to act out the words. Reward the winning team. You can work this game in stages, depending on how long the students have been using the vocabulary: first, you may allow them to use their notes while playing, then they will have to do it from memory. Variation 2- Play the game with the whole class having one student come to the front at a time to act out a term or verb. Have the students raise their hands to answer if they have a guess in Spanish. Either you or the actor could call on a student to guess the action. If s/he is correct, s/he comes up next to act out a term. Make a decision about notes depending on the newness of the vocabulary. Teacher chooses what pronoun/subject they will be using to answer for each round: yo, tu, nosotros, etc.
8. **Notas Culturales:** Gather all the students and initiate a discussion about the fact that many poor families in Latin America may have animals on their land even if they don't live on farms. These animals are important for their daily lives. For example, they may have chickens from which they get eggs and/or which they may eventually eat. They may have cows or goats they can use for milk, and they may have horses for transportation. The chickens and roosters sometimes roam free! Explain that while small animals like chickens may be common even in some areas of cities, and people may keep them in their yards, larger animals (especially cows), are going to be found in rural areas, but not in cities. Some people keep dogs as pets and some keep them as watchdogs just as we do here. In some big cities the dogs stay on the roofs of the houses to scare people away. (Be sure to hold up the pictures provided on the intranet as you discuss this.) Show this video to put more context on the

cultural note: <https://www.youtube.com/watch?v=DL2Y1dOfKk4> (video is in Spanish so you'll want to just skip around and point out things that apply)

- 9. Interactive Activity: Battleship- Verbs (15-25 minutes)** Materials- Copies of the battleship board for each student, List of 6 verbs for Verb Battleship Pass out the Battleship board to all students. Write a numbered list of 6 verbs you'd like the class to practice and conjugate to create their board. Ensure that the students write those same 6 verbs in the same order going across their board in the numbered boxes. Next, have the class conjugate those verbs individually to create the game board. It may be helpful to have up the corresponding verb endings on the board for their reference. After all students have a complete game board, students need to pair up and move desks head to head (if possible) and create a barrier using a book or binder so their papers remain covered at all times. At this point, students need to encircle or highlight the some of the conjugations they just completed to draw in their "ships" of "2 ships of 2 squares" and "1 ship of 3 squares" on their board. Using the vocabulary listed on the bottom in Spanish, students then go back and forth trying to find each other's "ships" by calling out the conjugations. For example: a student may say, "yo miro," to indicate the square corresponding with mirar and yo. If the other student has part of their ship in that square, they would respond accordingly in Spanish with "hit" or "miss." The students need to keep track of their hits using one type of mark, like an "X" over the square, and their misses using another, like a small dot. The game goes back and forth until one student locates all of the others boxed off forms or "ships." If cases of odd numbered classes, this game works just fine with a group of 3. Have Student A only try to find the ships of Student B, Student B only try to find ships of Student C, and Student C only try to find ships of Student A.
- 10. Practice: Around the World (5-10 minutes)** Materials: Current vocabulary list or verb list in hand for teacher's reference. Start on one side of the room and have two students stand up. Say a term in English or in Spanish and have the students standing race to say the opposite. For example, the teacher says, "tall" and the two students race to say, "alto." 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 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. This is a great game for the last few minutes of class before the bell rings. This would also work well with verb conjugation practice. You could say a verb and pronoun like, "cantar/yo" and the students would race to say, "yo canto."
- 11. Game: 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.

- 12. Closing & Goodbye song- Example here: <https://vimeo.com/255134516?share=copy>**
 - a. If applicable- Hand out Reward stickers for Star Chart (place on certificates)**
 - b. Orderly Dismissal (line up at door before dismissing class)**