**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
* 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: *-ER Verbs***

**Target Vocabulary and Concepts:**

|  |  |  |  |
| --- | --- | --- | --- |
| yo | **I** | nosotros | **we** |
| tú | **you (informal)** | vosotros | **you all (informal)** |
| él  ella  usted (Ud.) | **he**  **she**  **you (formal)** | ellos  ellas  ustedes (Uds.) | **they (masculine/mix)**  **they (feminine)**  **you all (formal)** |

**-ER Verbs -ER Verb Endings**

|  |  |
| --- | --- |
| 1. aprender | to learn |
| 1. beber | to drink |
| 1. comer | to eat |
| 1. comprender | to understand |
| 1. correr | to run |
| 1. creer | to believe |
| 1. leer | to read |

|  |  |
| --- | --- |
| yo o | nosotros emos  nosotras |
| tú es | vosotros éis  vosotras |
| él  ella e  usted | ellos  ellas en  ustedes |

**Steps to Conjugate –ER Verbs: Step 1-** Drop the *ER*, to leave the stem.

**Step 2-** Decide which pronoun is needed.

**Step 3-** Add *the corresponding ending*.

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:** La macarena: Go through the months once more, then play this video for the students: <https://www.youtube.com/watch?v=Th2bTrhjJvk> . Go through the order of the months once more and start to add the moves to the macarena. Encourage the students to stand up and do the movements with you and then with the video. Be sure to walk around so that you can hear all students participate.

**La ‘Mes’arena Dance** to the tune of: “Ten little Indians”

**enero (**left hand in front with palm down)

**febrero (**right hand in front with palm down)

**marzo**  (flip left palm up)

**abril** (flip right palm up)

**mayo** (left arm across chest)

**junio** (right arm across chest)

**julio** (left hand on head)

**agosto** (right hand on head)

**septiembre** (left arm across stomach)

**octubre** (right arm across stomach)

**noviembre** (left hand on hip)

**diciembre** (right hand on hip)

**¡HEEEYYY, los meses!** (hands on hips moving in a circle)

**¡AY!** (Rotate body 90º)

1. **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
2. **Reinforce:** Do number 1 on the student resource page together to teach students how to fill in the answers. Example: leer/yo = yo leo. Have the students work in pairs to fill out the rest of the verbs on their student resource page. Go over the answers as a group and work through any they got wrong and explain why.
3. **Practice: Connect Four for Vocab**: Draw a Connect Four board on the whiteboard/smartboard or use this link: <https://www.calculators.org/games/connect-4/> , be sure to choose person versus person. Separate the students into 2 groups. Have one person from each group take turns to come up to the board. In order to play an X or O, the students must answer how to appropriately change one of the -er verbs correctly. For example, if the student is given the word *tu* and *correr,* they have to change it to the appropriate verb ending which would be *tu corres*. If they get it incorrect or do not know, they can phone a friend. Make sure that they still repeat it. Students could also write the answer in each square if the teachers wants them to also practice written as well as verbal review on the whiteboard. The addition of the written portion would be most helpful when practicing verb conjugation with this game.
4. **Notas Culturales:** Gather all the students and start a discussion about Oaxacan folk art, alebrijes, whimsical, brightly colored animal sculptures made of wood or paper mache that have become very popular in the US. Print the pictures from the intranet or bring some real examples, if possible. As you show the pictures to your students, ask them to point out what the actual carvings look like, for example the animals, and how they look different (unusual colors, elaborate patterns, sometimes unusual proportions or added parts such as horns or wings). Explain that an artist began making them based on a dream and they became very popular in Mexico and beyond.

<https://www.youtube.com/watch?v=5op84Hadu1U>

1. **Interactive Activity: 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, you can write them on the board for student reference as well.

For example:

|  |
| --- |
| 1. aprender |
| 2.beber |
| 3.comer |
| 4.comprender |
| 5.correr |
| 6.creer |
| 7.leer |

|  |  |
| --- | --- |
| yo o | nosotros emos  nosotras |
| tú es | vosotros éis  vosotras |
| él  ella e  usted | ellos  ellas en  ustedes |

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 bebo, tú bebes, ella bebe, nosotros bebemos, vosotros bebéis, ustedes beben, yo bebo, tú bebes, el bebe.. etc.” 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.

1. **Practice: Mata la Mosca:** Use the Mata La Mosca Word document to display the different verbs, or use a whiteboard or flashcards. Separate the students into two teams. Have one person from each group come up to the board/cards. Once ready, call out a verb pairing in English or Spanish (depending on which you would like to focus on first). Students then have to race to touch the correct verb translation with one finger. For example, the teacher can call out, “I learn” and the students have to race to touch “yo leo”. The first person to touch the correct verb gets a point for their team. Each person gets 2 tries to get the right answer. They can study their resource page while they are waiting for their turn.
2. **Game: 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.
3. **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)**