**Spanish Prep Enrichment Lesson Plan Outline Day 3**

**\*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, 2 dice for 3-4 groups, scraps of paper and pencil (Cebolla game)

**Vocabulary: *-IR Verbs***

**Target Vocabulary and Concepts:**

**IR Verbs -IR Verb Endings**

|  |  |
| --- | --- |
| **yo o** | **nosotros imos**  **nosotras** |
| **tú es** | **vosotros ís**  **vosotras** |
| **él**  **ella e**  **usted** | **ellos**  **ellas en**  **ustedes** |

|  |  |
| --- | --- |
| 1. **abrir** | **to open** |
| 1. **decidir** | **to decide** |
| 1. **discutir** | **to discuss** |
| 1. **escribir** | **to write** |
| 1. **recibir** | **to receive** |
| 1. **subir** | **to climb/go up** |
| 1. **vivir** | **to live** |

**Steps to Conjugate –IR Verbs:**

**Step 1- Drop the *IR*, 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. **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.**
5. **Reinforce:** Have the students work in pairs to fill out the translations on their student resource page. Go over the answers as a group and work through any they got wrong and explain why.
6. **Practice: Conjugation Dice game- (5-15 minutes)** Materials: two dice of different colors for each group of 3-4 students, chalkboard space or copies of verb/pronouns that the numbers on the dice will correspond with, for each group. Create a list of subjects for the first die color. For example: RED- 1. yo, 2. Pablo y Ana, 3. nosotros, 4. Sr. Aguilár, 5. Pilar, 6. tú. For the second die color, write an *–ar, -er,* or *-ir* verb (or all of one type of verb if reviewing a certain type) for each number, 1-6: GREEN- 1. vivir, 2. charlar, 3. necesitar, 4. beber, 5. subir, 6. mirar. This can be done on the board or on a handout for each group to reference. In groups of 3 or 4, students will roll the two dice and look at the chalkboard/handout that will indicate the sentence they need to say to their group. If s/he rolls a 1-RED, (or the first color die) and a 2-GREEN (or the second color die), then s/he must name the yo form of the verb charlar. If s/he is correct, s/he gains the total number of points shown on the dice (making this part skill, part luck). Make sure to review pronouns and conjugations before starting this game.
7. **Notas Culturales:** Gather all the students and start a discussion about farm animals in Mexico. Explain that because cars and trucks are not always common in rural areas, some poorer people may take their farm animals to the market to sell them in more uncommon ways of transport. Chickens are a common example, since they are quite small. Some people transport chickens on bicycles (usually in cages on the back) or load them in jute bags or nets and take them on public buses. This is true not only in Mexico, but also in other Latin American countries such as Guatemala and Ecuador. Ask students what they think of allowing animals on buses or transporting them by bicycle. Let's see if they know the rules for animals on your city's public transportation systems, if a transportation system exists. (Usually all Service animals are allowed, but any pets or other animals (if allowed) must be caged).
8. **Interactive Activity: Tiburrones:** Strips of paper are held in an envelope. Students sit in groups of 3-4 and take turns pulling strips to translate the vocabulary word, create a sentence, or conjugate the verb appropriately. If they answer correctly, they keep the strip. If they are incorrect, they have to return the strip to the envelope. If they pull a strip that has TIBURONES swimming on it, they have to put ALL of their strips back! (But the shark stays off to the side.) Whoever has the most strips at the end, wins!
9. **Practice: 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.
10. **Game: Cebolla:** Create two balls with pieces of paper. One ball will have the base words while the other has the verb endings. Make sure you are including enough for all students to have a turn, words and endings can be repeated. Have the students toss the balls gently around the circle in opposite directions. Play music or sing a song as they are tossing. When the music stops, whoever is holding the balls has to peel one of the layers back and say what they have in their paper. The whole class then calls out the proper form of using the verb. Toss the balls around until all layers are used or until class is over.
11. **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)**