**Spanish Prep Enrichment Lesson Plan Outline Day #7**

**\*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, laptop, whiteboard, wheel of fortune, battleship template, flashcards/index cards, ball, sticky notes

**Vocabulary: *Tener/tener que:* Student Resource for Have/Have to**

**tener-to have**

**tener que: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |
| --- | --- | --- | --- |
| **yo** | **tengo que** | **nosotros** | **tenemos que** |
| **tú** | **tienes que** | **vosotros** | **tenéis que** |
| **él/ella/usted** | **tiene que** | **ellos/ellas**  **ustedes** | **tienen que** |

|  |  |  |  |
| --- | --- | --- | --- |
| **barrer el suelo** | **to sweep the floor** | **sacar la basura** | **to take out the trash** |
| **tender la cama**  **(e 🡪 ie)** | **to make the bed** | **lavar los platos** | **to wash the dishes** |
| **quitar el polvo** | **to dust** | **cortar el césped** | **to cut the grass** |
| **poner/quitar**  **la mesa** | **to set/clear the table** | **lavar la ropa** | **to wash clothes** |
| **a veces** | **sometimes** | **nunca** | **never** |
| **siempre** | **always** | **todos los días** | **every day** |

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: *Around the World (using whiteboard) -*** Materials: Dry/Erase boards- one/group OR chalkboard space, current vocabulary lists for all students Variation 1- (Small Group Activity) Divide the class into groups of 2-4 students. Hand out one dry/erase board set to each group. Have the group take turns choosing a term from the current vocabulary list and drawing picture clues for the rest of the group. The student drawing can choose any word from the current vocabulary list to draw. Whichever student guesses the vocabulary word and says it in Spanish gets to draw the next round. Continue as time permits. Variation 2-(Whole Class Activity) Use the chalkboard and have one student come up to draw a current vocabulary word on the board. Teacher could point to a word on the list for the student to draw or the student could choose any word they’d like to draw. Have the class raise their hands to say the word in Spanish if they think they know the answer. Whichever student answers correctly gets to be the next drawer.
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: Wheel of Fortune-** TEMPLATE, p. 38 Materials: paper or cardboard “wheel” with arrow and fastener in the middle, board space for blank letter spaces or online wheel spinner: <https://wheelofnames.com/> . Divide the class into three teams. Make a small wheel to spin by placing an arrow on a circle using a paper fastener in the middle. You can place different numbers around the circle for points and different things like bankrupt or lose a turn. Write on the board the blank spaces for each letter of the words of a sentence. The sentence can review any current vocabulary or phrase from current material. Such as with the verb Tener, the sentence could be *“Tengo diez años.”* or “*Tenemos que hacer la tarea.”* Each team will take turns spinning the wheel and guessing a letter in the puzzle (sentence). For example, have each team ask “*Tienes una ‘b’?”* Then if there are b’s in the puzzle you will reveal them. The team to solve the puzzle first wins the points they have earned while guessing the letters of the puzzle.
7. **Practice:** **Battleship- Vocab (Mochila)-** TEMPLATE, p. 27 Materials- Current vocabulary list for each student with at least 20 terms, copies of the Mochila template for all students This is essentially the same concept as Verb Battleship using vocabulary instead of verb forms. Have the class take out their current vocabulary list. The list will need to have 20-30 words for this to be effective. Create a sentence format on the top of the game board for students to follow as they ask and answer in Spanish. For example: “Tienes\_\_\_\_\_\_\_\_\_?” / “Sí, yo tengo\_\_\_\_\_\_\_” or “NO tengo \_\_\_\_\_\_\_\_\_\_.” This would work great for concrete objects like clothing. Pair up your students and have them place their desks head to head if possible using a book or binder as a barrier. Their papers must stay covered for this game to be effective. Have students draw a set number of items from their lists inside their mochila. Five to 8 items work great depending on how much time you have to play the game. The more items they draw the longer the game will take. (If students do not like or want to draw, they can simply write the words they choose inside the mochila in English.) Once the mochilas are set up with items, student pairs go back and forth using the Spanish format on the page to ask each other what is inside the other’s mochila. Students need to reference their vocabulary list and are encouraged to make a tiny mark next to the words they already asked about so they don’t waste time repeating them. The student who guesses all of the other’s items in the mochila first, is the winner. If cases of odd numbered classes, this game works just fine with a group of 3. Have Student A only try to find the items of Student B, Student B only try to find items of Student C, and Student C only try to find items of Student A.
8. **Notas Culturales:** (Be sure to print the Mexican flag picture off the intranet to support this discussion.) Gather all the students and initiate a discussion about two animals on the Mexican flag: the serpent and the eagle (águila). Start by showing them the flag and asking if they can identify any of the animals on the flag. Then, tell them the story of the flag. This explanation comes from the official Mexican government’s site for kids: Green is for hope and victory. White is for the purity of our ideals. Red is for the blood our national heroes shed. In addition to the bands of color, our flag also has an emblem. The emblem is based on a legend that tells how the Mexicas traveled from Aztlán (now the state of Nayarit) in search of the sign that Huitzilopochtli had told them they would find in the place where they should establish their empire. This sign was an eagle on top of a Nopal cactus devouring a serpent. They found this on a small island in the middle of a lake. They settled there and founded the city of Tenochtitlán, which is now Mexico City. During this time, play the Mexican National anthem if you can. You may find it on CD, or you may be able to load it onto a personal MP3 player from the internet. [Meaning of Mexican Flag](https://www.youtube.com/watch?v=U_eK6mcdCWY)
9. **Interactive Activity**: **Huevos Revueltos Card Match- (5-10 minutes)** Materials: Matching large flashcards, one for each student. Write matching material on large flashcards. Such as Spanish and English meanings, Spanish and picture clues. Make sure you have enough for all of your students to match up with another classmate. If there is an odd number, give one student two cards and have him/her find two partners. Randomly hand out the cards to the class. When you say start, have the class mingle and find their corresponding partner. For example, the “Yo” card would need to find a verb in that form. When all students are paired up, have the pairs quickly present their pair to the class. Then, have the students switch cards with someone in a different pairing. You could even have the students switch cards with two different people. Then repeat the activity. This can be continued a few more rounds as time permits.
10. **Practice:** **The Unfair Game: Materials:** One dry/erase board set for each group of 3-5 students (or scrap paper/pencil); 30-40 post-it notes with various point values (both plus and minus) written on the back of them and stuck to the board (use two post-its for each score doubled up to avoid anyone seeing through the paper). For example, “+30”, “-20”,”+10”, etc.; general review questions about the topic at hand (consider using the assessment to create questions) Directions: Place students in groups and provide each group with a dry/erase board set (or scrap paper). Students work together in groups to answer the question you give to the whole class. Team members should take turns writing the answers in order of how they are seated. Each time any team gets a question correct, a team member comes to the board to choose a post-it note which will determine the point value that team earns for that question. Points are then added or subtracted on the board by the teacher for each group after each question. For example: If a team gets a question correct and a player from that team comes up and chooses one of the remaining post-it notes and it has “-20” written on the back of it. Then 20 points would then be subtracted from the team’s score for that round.
11. **Game:** Silent Ball: Materials: soft ball or object to throw around the room safely; review questions or terms being studied Directions: Students sit on their desks and must remain totally silent unless they have the ball. One student begins with the ball and calls the name of another student before throwing him/her the ball. The thrower stays in the game if the ball is caught and/or the throw is considered “catchable.” The person catching the ball stays in the game if he/she catches the ball and/or the ball is deemed “uncatchable.” The catcher must also answer the teacher’s question correctly to stay in the round. Any student that talks when not holding the ball is out and must sit in his/her chair for the remainder of the round
12. **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)**