**Spanish Prep Enrichment Lesson Plan Outline Day #8**

**\*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, lap top, basket, index cards, Dot Game template.

Review on lessons 1-6 or any lesson that needed extra time

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:** Charades- (5-10 minutes)

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.

1. **Reinforce: *Baloncesto* –** Divide the class into two teams. Ask the student from the first team a question in Spanish, answers correctly with the English translation; they get to take a shot into the basket. You can have them use a soft toy, ball or paper ball to throw. You can use an empty trashcan, box, or outline on the ground/whiteboard to throw into. If the student gets the ball in the basket he/she gets 2 points, if not they just get the 1 point from answering the question correctly. The team with the most points wins. Questions should be based on the vocab they have learned
2. **Practice:** **Four Corners:** Materials: Four to six large index cards or pieces of printer paper, a marker, tape, vocabulary list for teacher’s reference Label various areas in the classroom with four to six different signs, such as “EL TAXI,” “EL AEROPUERTO,” “ANTES DE ,” “LA ESQUINA”. Or whatever best fits the vocabulary you are reviewing. Have one student stand in the middle of the room with their eyes closed. The rest of the students have to quietly make their way to one of the index card spaces, Give them about 7-10 seconds to move. After everyone is in place, the person in the middle needs to call out one of the times, “EL TAXI!”, all while still having their eyes closed. Anyone who is at that index is out! Continue until there is a winner. You can do a couple of different rounds, change the times for the second round.
3. **Notas Culturales:** Gather all the students and initiate a discussion about two topics related to “el mar”. The first topic is related to sea turtles. Explain that sea turtles nest in coastal areas all over the world, including on the coast of Mexico and other Latin American countries such as Panamá, Ecuador, and more. Turtle eggs are a traditional delicacy in many of these areas, which is a problem because of the endangered status of many sea turtles. For example, in 2004, seven men were arrested in southern Mexico for being found in possession of 9,000 protected turtle eggs in the back of a truck. In addition, you may choose to read them a short story about turtles such as the Panamá-based story Sand Turtles by Michael Erhart. The second discussion is related to the sharks that live in Lake Nicaragua. Ask a volunteer to help find Nicaragua on the map. Explain that Lake Nicargua is sometimes called El Mar Dulce or the sweet sea. This is because though it is a freshwater lake, sharks live there! Hold up the corresponding pictures from the intranet as you lead this discussion. [Freshwater Predators: The Sharks of Nicaragua](https://www.youtube.com/watch?v=umLLrCvp80w)
4. **Interactive: *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. **Game: *Jeopardy:*** Use the PowerPoint/Google Slides provided to play a game of jeopardy or write all the point values on a whiteboard where you can erase them as they get added to group points. Please be sure to review all applicable rules beforehand. Number the groups so they know what order they are going in. If one groups gets an answer wrong, the next group can try and steal. You can keep it at one group stealing or you can continue until a group gets it right.
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)**