

Day 1 Lesson Plan Example

Monday	9/9	Quarter ends 11/15	
Grade 1	Grade 2	Grade 5	Grade 8
Unit: Level 1- Numbers 1-10,	Unit: Level 2- Colors, Weather, Seasons	Unit: Level VI- pronouns, SER	Unit: Amistades, Part 4- SER, nationalities of South America, Geography of South America
Materials: maracaprint number 1-10 student resource pg, dry/erase board sets for each student, flashcards, counting animals worksheet, ball or object	Materials: ball, objects of various colors, weather and season vocab pictures, weather mural materials	Materials: ball, Pronoun song ready to view, pronoun chart on board with index cards, tape, copies of notes and homework	Materials: ball, copies of Student Resource Pages, index cards with country names, partner activity copies, homework copies
Greeting song-Students stand and add gestures (Teach the song line by line- if song is very long only use first half of song today) Practice conversation- "Cómo te llamas?" / "Me llamo" -Pass the maraca and have all students ask/ answer around the circle Numbers 1-10- (Numbers written on the board) Teacher has class repeat numbers 1-10 while pointing to the number on the board. Encourage students to count on their fingers as they repeat.	Greeting song-Students stand and add gestures (Review song line by line) Conversation Ball Toss- Throw around a ball or safe object to practice the question, "Cómo te llamas?" / "Me llamo" Colors- teach colors by showing objects of various colors and having students repeat aloud. Colorcito Game- Call out a color in Spanish. Students need to walk and touch something of that color in the classroom. Weather- Teach weather vocabulary by showing pictures and using gestures.	Greeting song-Students stand and add gestures Conversation Ball Toss- Throw around a ball or safe object to practice the question, "Cómo te llamas?" / "Me llamo" & "Cómo estás" / "Estoy" Pronouns- Use the "Do, Re, Mi" song to introduce pronouns in Spanish. Reinforce- Write the pronoun chart on the board and have the class repeat each. Explain the differences between "tú" and "usted" & "vosotros" and "ustedes" Chart Race- On the board, tape up index cards with the	Greeting song-Students stand and add gestures Conversation Ball Toss- Throw around a ball or safe object to practice the question, "Cómo te llamas?" / "Me llamo" & "Cómo estás" / "Estoy" SER and Nationalities of South America- Pass out the Student Resource Page to all students. Give them a few minutes to fill in as much as they can on their own based on previous knowledge and cognates. Then, review orally together. Repeat- Have students repeat the notes after you aloud to practice pronunciation.

4. Pop Up Game- This game is good for younger children. Pass out cards with different numerals to each student. Call out the numbers in Spanish, and have students pop-up and sit down very quickly in their seats, as their numbers are being called. See how fast the class can go. Students can also play the teacher in this game, calling out the numbers themselves. 5. Muéstrame- At tables, students write the number that the teacher says in Spanish on a piece of scrap paper or dry/erase board and shows the teacher 6. Animal Counting: Give students worksheet and work as a class to count the different animals as a group 7. Closing Song- Students stand and sing the goodbye song. Model the song for the class and teach them the lyrics line by line. 8. If time: Papa Caliente- Pass a ball or object to music around the circle. When the music stops, whoever is holding the ball is asked a number in	Have class repeat new words after you. 6. Weather Song- teach and sing the weather song to the tune of "London Bridges." 7. Seasons- Teach the seasons vocabulary using pictures and reiterate the weather vocabulary to describe typical weather patterns in each season. 8. Begin Weather Murals- Students choose a season and label their paper in Spanish, then draw weather patterns that occur in that chosen season. 9. Closing Song- Students stand and sing the goodbye song. Model the song for the class and teach them the lyrics line by line. 10. If time: Papa Caliente- Pass a ball or object to music around the circle. When the music stops, whoever is holding the ball is asked to translate a color, weather term or season.	Spanish pronouns. Write the English meanings on the board in order of the chart. Elect groups of 2-3 students to place the Spanish index cards next to the English meanings. Use a timer to create more competition. 6. Notes on the Chart- Have students copy down the chart from the board onto a piece of paper. 7. Have the students use the notes they created to make flashcards for each pronoun. If time, allow them to begin this in class. 8. Closing Song- Students stand and sing the goodbye song. Model the song for the class and teach them the lyrics line by line.	5. Card Pass: De dónde eres?- Pass out an index card to each student with a country from South America written on it. Write the model question and answer on the board and ask a few student volunteers to answer the question according to the card in their hand. "De dónde eres?" "Soy de..." After a few models, instruct class to stand and ask/answer classmates the same question. After each mini-conversation, students are to SWITCH cards to practice another country. 6. Map/Geography Clue- Pass out the Student Resource Page on the South American geography clue. Project or show a map of South America to the class and review how the geography clue can aid in memory. Repeat the clue several times as a class. 7. If time: Partner Activity- from book reinforcing "de dónde eres?" and "él/ella es de..." 8. Tarea- flashcards on nationalities from book
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Spanish. Continue as time permits.			
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Entered Grades into Online grading system Friday 9/13	Date of end of grading period: 11/15
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