

Sarah's Spanish School

Level 2 Lesson Plans

Warning - in these lessons you *may* use objects from around the classroom and students' backpacks to help you teach. Please be respectful to the objects, as they are not ours, and make sure they are handled well and put back in place before leaving. You can take 5 minutes at the end of class and have the students help you make sure everything is back in place.

Class 1

Goals: I know the classroom expectations. I know more classroom commands in Spanish. I remember things from level 1 such as numbers, weather, questions and answers, colors, months, days of week, body parts, adjectives, and how to describe myself and a friend in Spanish.

Materials: Level 1 materials for reviewing if you have them, ball/stuff animal to throw

La frase de la semana: Como se dice - how do you say

Lesson

The very first thing that needs to be done on day 1 is lay down the expectations for students. All students should know the expectations, because this will be their second time in Spanish class (took it last semester in level 1) This is a class where you are going to learn and also have fun. You are expected to follow directions the first time and be respectful of me and your classmates. Ask the students some rules that they have in their regular classrooms and during the school day (a lot of schools teach character development and the students know by heart the expectations). Let them share with you by raising their hands. Let them know that they should behave in this classroom even better than you would behave in your regular classroom; this is a privilege that they are here learning another language. Let them know that if they do not follow the rules and be respectful, here are the consequences; first offence is a warning/reminder, second offense is a phone call or email home, third offense is being sent to the office, fourth offense they could be kicked out of the class. We are here to learn and have fun. Let them also know that you will be speaking in Spanish MOST of the time, and that if they do not understand 100% of what you are saying that is ok!

1. Take roll (2 min)
2. Teacher introduce self and teach hola and buenas tardes and repitan (3 min)
3. Let them know what they will be learning in Level 2 (3 min)
4. Review "me llamo" and "como te llamas" (2 min)
5. Teach "que gusto verte". Tell them this means "nice to see you again". Have them repeat it various times. Write it on board if you have one (3 min). Have students turn to a few people and tell them - que gusto verte
6. **PQA** (personal questions and answering) Using a ball or stuffed animal of your choice, toss to students and ask them "Como te llamas" and have them answer "me llamo" and their name (5 min). Have them pick another student and do the same thing that you just did with a partner. Go around until every student has asked and answered. After each person says their name, have the whole class say "que gusto verte" together. (5 min depending on size of class)
7. Have the students "Vengan aqui y formen un circulo". Sing the "esta aqui" song. (5 min)

8. Do the daily circle activity - Go over the days of the week, que dia es hoy, hoy es lunes, and the weather. Do this by asking the students the following questions
 - Que dia es hoy?
 - Como esta el clima hoy?
 - Como estas hoy?
 (10 min)
9. Add new part of circle activity - La frase de la semana!
 Tell them that they will get a "frase de la semana" every class and they have to record it in their Spanish folders and memorize it. These are common sayings in Spanish. (See above for "frase de la semana" of day 1)
 Teach them how to say it, repeat it many times, put an action with it, and talk about situations where we would use this phrase. Encourage them to use it in class, and when they do - celebrate!!! (5 min)
10. Have the students go back to their desks. Review classroom commands. Say it and have them do the action. If they're really good, you do the action and have them say it!
levántense, siéntense, escuchen, hablen, caminen, paren, corran (5 min)
11. Add new commands and put actions to them. Act out and say each command until they understand and do it. Have them repeat and do these.
 - presten atencion, cuidate/cuidense, ayudame, miren
 Have them do and repeat these. (10 min)
12. Review (PQA, take "voluntarios o victimas" to try it on their own for the new AND old ones!
 You say it, they do it) (5 min)
13. Review level 1, completely in Spanish (DO NOT expect them to remember and be able to produce any Spanish without reminders and hints. You should see if they remember without, and then tell them it and THEN let them practice/say it outloud. Set them up for success)
 - yo yo yo, tu tu tu song (3 min)
 - questions and answers review each and PQA with various students (how old are you, what is your favorite color, where do you live, what are you like, do you like to read...) (5 min)
 - adjectives and actions to go with them (you do action, they say adjective, ask about students in class "Miley es alta o baja?", "Miley tiene pelo rubio o castaño?") (5 min)
 - Guess who : you describe a person and have them choose who you are describing (can describe the color of their hair, their eyes, their clothes, and adjectives about them) (5 min)
 - Let students (more advanced ones) be the "describer" and have other students guess who they are describing! (5 min)
14. Extra time? Start introducing classroom objects.

Words learned: review, que gusto verte, por supuesto, presten atencion, cuidate/cuidense, ayudame, miren

Class 2

Goals: I can recognize classroom object vocabulary in Spanish. I can describe what is in my backpack.

Materials: classroom objects, something to show video (phone or iPad is good)

La frase de la semana: Muéstrame

Lesson

1. Take roll (2 min)
2. Circle time - Esta aqui song and ask circle time questions (5 min)
 - Que día es hoy?
 - Como esta el clima hoy?
 - Como estas hoy?
3. La frase de la semana - teach, repeat, make action for, and discuss situations that you would use the phrase (real, imaginary, silly, serious...) (5 min)
4. Review new classroom commands from last class by saying them and having students act them out/do them (3 min)
5. Classroom object introduction one at a time using items that you see around the classroom that are also our vocab words, or have students help you if they have the object (10 min)
 - have them stand up, you say the word and point to it/hold it up and have students repeat the word and the action
 - have the "guess" what it means (they should know, because you're literally showing them)
 - Ask "quien tiene un lapiz (or whatever word you're on)" "si tienes un lapiz, **muéstrame**") and have students hold up a lapiz if they have one
 - Do this for as many words as you can, *circle back to words often* before adding more, have students repeat words and hold things up if they have one. Say it loud. Whisper it. Say it silly.. Any way to have them repeat it as many times and you can without it becoming boring.
6. Have students repeat the words (5 min)
7. When you run out of things they may actually have or you can actually find around the room, *keep doing the same thing above but act out* what it is that you're saying (for example, for glue you could pretend to have your hands stuck together, for pizarra you could pretend to be writing on the wall)
8. Repeat for as many of our classroom objects vocab words as you can
9. Review all with students, acting them all out or with the object you actually have
10. En mi mochila song (<https://www.youtube.com/watch?v=QK84rTzSVKw>) - tell them what "en mi mochila means" before starting. Stop the song right after she says "hay cosas adentro" and tell them that that means "there are things inside" (5 min) Watch 1 time
11. Ask students "Que hay en tu mochila?"
 - have each students take out 1 thing from their backpack that they will say they have in there.
 - Practice saying "En mi mochila hay"
 - Have students turn to a partner and tell their partner what is in their mochila by saying "en mi mochila hay ____ (whatever they took out)" (have them repeat this phrase many times before having to say it to a partner) (4 min)
12. Ask individual students by throwing them the ball/stuffed animal and have them answer in Spanish - Que hay en tu mochila? And have them answer, "en mi mochila hay..." (3 min)
13. Time at end? Quiz students out loud on words OR have students get with a partner and name as many classroom objects as they can together

Words learned: Muéstrame, el papel, el lápiz, el bolígrafo, los crayones, el pegamento, las tarjetas, el libro, la carpeta, la calculadora, la computadora, que hay, el diccionario, la pizarra

Class 3

Goals: I can recognize more classroom object vocabulary in Spanish. I can describe things around the classroom.

Materials: Classroom objects,, something to play a song (iPad, phone...)

La frase de la semana: Te toca a ti

Lesson

1. Take roll (2 min)
2. Circle time - Esta aqui song and ask circle time questions (5 min)
 - Que día es hoy?
 - Como esta el clima hoy?
 - Como estas hoy?
3. La frase de la semana - teach, repeat, make action for, and discuss situations that you would use the phrase (real, imaginary, silly, serious...) (5 min)
4. Review classroom object vocab with the actual object or acting them out if you have it with you or around the classroom. Review all learned last week and have students repeat the words. (5 min)
5. Watch/review "en mi mochila" song <https://www.youtube.com/watch?v=QK84rTzSVKw> (5 min) have students try to sing along!
6. Introduce new words using the actual object OR acting it out : la mesa, la grapadora, la silla, la puerta, la borrador, la ventana, el escritorio, el pupitre, la luz, la alfombra
 - Say the word and point to it around the classroom OR act it out (for example, for puerta you can pretend like you're opening a door, for silla you can pretend to be sitting on a chair, for luz you can pretend to turn on a light switch...). Have students repeat action and word out loud.
 - Do for all words above, circling back to beginning words various times throughout (mesa, mesa, grapadora, mesa, grapadora, silla, puerta, silla, silla, mesa, puerta, grapadora....) when adding on new words and actions (10 min)
7. Challenge: you say the word and have the students do the action without you doing the action (5 min)
8. Song/challenge! : <https://www.youtube.com/watch?v=KeX5TjsF700> **Students must do action along with the song.** Encourage students to try to sing it, too, as there is a challenge at the end! (be sure to explain to them the difference between "escritorio" and "pupitre" and how it may be incorrect in song)
 - The challenge at the end of the song will be tough for them!
 - Help them through the first time, then review the words, then watch the video again and try the challenge again! Have them stand up for the second time and remind them to do the actions and try to sing along (15 min)
9. Pictionary (Pictionary) - Split class into 2 teams. Have one student come up from either team to the white board. Whisper them or show them without the class seeing one of the classroom objects. Have them draw it. The first person to shout out in Spanish what it is gets a point for their team. Depending on your class you can have them raise their hand... (rest of time) (if you

do not have a whiteboard, have students do this with a partner using paper)

Words learned: Te toca a ti, la mesa, la grapadora, la silla, la puerta, la borrador, la ventana, el escritorio, el pupitre, la luz, la alfombra

Class 4

Goals: I understand and can recognize and use Spanish cognates

Materials: paper/pencil for students, cognate vocabulary lists

La frase de la semana: roca, papel, tijeras, dale

1. Take roll (2 min)
2. Circle time - Esta aqui song and ask circle time questions (7 min)
 - Que día es hoy?
 - Como esta el clima hoy?
 - Como estas hoy?
3. La frase de la semana - teach, repeat, make action for, and discuss situations that you would use the phrase (real, imaginary, silly, serious...) (5 min)
4. GAME - Let students play rock/papers/scissors, in Spanish with a partner (5-10 min) (you can use this game if you ever run out of things to do in class; have a competition!)
5. Explain (in Spanish) to students what a “cognate” is. Give them various easy examples and see if someone can explain to YOU what a cognate is in English.
6. Give them examples of a cognate, and have students try to guess what it means in English. If they don't get it, say it SLOWER and act it out if necessary, or use it in a sentence while acting it out.. Once they guess, have them all repeat it outloud together as a class.
Go over the following words - excelente, fabuloso, diferente, furioso, perfecto, posible, misterioso, enorme, interesante, nervioso, fantástico, lógico
7. Get the students in pairs or small groups. Tell them that you are going to give them sentences in Spanish with words they know and some that they've NEVER heard, and they have to translate to English! This is a challenge :) but they will be cognates, so they should get it (you can tell them that!) You will say the sentence 3 times and then let them decide as a team what it means. If they have paper, each group should write the translation in English to the best of their ability. Give points for correct answers. Say the following as the sentences:
 - Mi amiga es muy creativa y paciente.
 - El mono es curioso.
 - Es muy importante
 - Es muy complicado
 - No tengo secretos
 - Yo soy
 - No es lógico!
 - Vengan aquí inmediatamente
 - Ella esta nerviosa.
 - Tu no eres correcto.

- Me gusta futbol americano. Soy activo.
- En mi opinión, brócoli es terrible.
- 8. This activity will show students that they are smarter than they even know and can pick up Spanish SO well because they already know SO many words!
- 9. Give students the list of cognates (with no English) and have them go through with a partner and try to guess what all of them mean. They can write them in English if they want to.
- 10. At the end of class, have students repeat many of the cognates after you.
- 11. Have students explain to a partner (in English) what a cognate is and give 3 examples of them in Spanish.

Words learned: roca, papel, tijeras, dale, activo, adorable, atractivo, brillante, brócoli, completo, complicado, común, correcto, creativo, curioso, diferente, elegante, enorme, eventualmente, exactamente, excelente, extraordinario, fabuloso, famoso, fantástico, favorito, frágil, furioso, horrible, imaginario, importante, inmediatamente, interesante, lógico, magnifico, maravilloso, miniatura, misterioso, natural, necesario, nervioso, normal, normalmente, obediente, opinión, paciente, perfecto, permanente, posible, secreto, terrible, totalmente, urgente

Class 5

Goals: I can understand and give daily commands in Spanish

Materials: Commands powerpoint (printed or on your phone/laptop/iPad)

La frase de la semana: Haz lo que yo digo

The lesson:

1. Take roll (2 min)
2. Circle time - Esta aqui song and ask circle time questions (7 min)
 - Que dia es hoy?
 - Como esta el clima hoy?
 - Como estas hoy?
3. La frase de la semana - teach, repeat, make action for, and discuss situations that you would use the phrase (real, imaginary, silly, serious...) (5 min)
4. Tell students what you are going to learn today - daily commands (so you can boss people around in Spanish hehe) (2 min)
5. Start giving students commands in Spanish and make them do action to “do” what you say. (start with the first two, then add the second two but circle back to the first two, then gradually add more and more! Make this fun by switching it up, being silly, and trying to trick them) Tell them to “haz lo que yo digo” (10 min)
 - ven
 - vete
 - come
 - bebe
 - duchate
 - cepillate los dientes
 - cepillate el pelo

- ponte la chaqueta
 - ponte los pantalones
 - **ponte los zapatos**
 - **duérmete**
 - despiertate
6. Have students do and repeat each command. Let them guess and tell them what each means (10 min)
 7. Simon dice game! Tell them that you HAVE to say "simon dice" before the command before they do it. If they move at all without you saying Simon dice, they have to sit down. (10-15 min)
 8. Show students the PowerPoint and have them give the people of the PowerPoint commands that they need to do based on their picture! (10 min)
 9. Charades - have a student come up. Whisper them a command (from the new ones) and have them act it out. The first student to shout it out gets to come act next. Switch this game up by saying ANY command that they know from level 1 or 2!!! (rest of time)
 10. Time left at end? REVIEW ANYTHING

Words learned: haz lo que yo digo, ven, vete, come, bebe, duchate, cepillate los dientes, cepillate el pelo, ponte la chaqueta, ponte los pantalones, ponte los zapatos, duérmete, despiertate

Class 6

Goals: I can talk about animals in Spanish

Materials: Animals pictures

La frase de la semana: Yo sé

The lesson:

1. Take roll (2 min)
 2. Circle time - Esta aqui song and ask circle time questions (5 min)
 - Que día es hoy?
 - Como esta el clima hoy?
 - Como estas hoy?
 3. La frase de la semana - teach, repeat, make action for, and discuss situations that you would use the phrase (real, imaginary, silly, serious...) (5 min)
 4. Review commands learned last class by having students either say them to a partner and the partner act them out, OR do them together as a class (3 min)
 5. Intro animals!!! The kids will be SO excited!
 - Show them the picture of an animal, say it in Spanish, and have them repeat it.
 - After you have them repeat it a few times, you can spend some time on each animal and talk about it, for example "los leones son grandes o pequenos?"... Do this for all animals (for the ones that are COGNATES, see if they can tell you that they are cognates!)
 - When you talk about "perro" or "gato" or something, you can teach them "Mascota" and let them tell you if they have a perro o gato...
- (15 minutes)

6. Act out the animals!
 - Have the students stand up
 - Hold up an animal, have the students repeat it, and then have the students act it out the best they can! See what they come up with! This should be fun!
 - Let some students share their actions with the class, and all repeat the word when they're doing it
 - Do this for each animal(15 min)/rest of class

Words learned: roca,

Class 7

Goals: I can talk about animals in Spanish and understand when animals are being described in Spanish (this class is SO fun to teach!!!!)

Materials: Animals pictures

La frase de la semana: dale

The lesson:

1. Take roll (2 min)
2. Circle time - Esta aqui song and ask circle time questions (5 min)
 - Que día es hoy?
 - Como esta el clima hoy?
 - Como estas hoy?
3. La frase de la semana - teach, repeat, make action for, and discuss situations that you would use the phrase (real, imaginary, silly, serious...) (5 min)
4. Review animal vocabulary using pictures or actions, see if students can remember the names of the animals! (5 min)
5. Use this time when reviewing with the pictures to talk about the animals too! Their colors, their size... (5 min) (Use this time to introduce the word "la cola". Then you can use this to describe what they look like)
6. CHARADES
 - have a student come up that will be the actor
 - show them a picture of an animal
 - they have to act it out
 - students in the class must guess IN SPANISH what animal the person is acting out (based on your group, you can have them raise their hands, shout it out right away, give 5 seconds think time and then shout it out, or tell a partner)(10-15 minutes, students usually love this game)
7. SILENCIO game! (SO fun!)
 - First explain to students how the game works
 - Place pictures of the animals you have introduced on a table or hold them behind your back. The teacher will hold up a picture and say the correct name of the animal. The students then repeat the name. Repeat this process several times. Once in awhile, pick up an animal and

say an incorrect name. At that point, the class should remain silent, and by doing so, they score a point. However, if a student says the incorrect name, the teacher wins a point. See who can win five points first.

(10 min)

8. Ask the students questions in Spanish about the animals, and have them answer you out loud in Spanish. ACT OUT when you are talking to they understand. Examples of questions are below, but you can make up your own, too! (10 min)

- Cuantas piernas tiene el perro?
- Cual es mas grande, el elefante o el conejo?
- Cuales animales come mucho?
- Cuál animal tiene una nariz muy larga?
- Cuál animal tiene muchos colores?

(10 min)/rest of class

Words learned: dale, all animal words

Class 8

Goals: I can describe animals in Spanish, and talk about what they look like, and what they eat

Materials: Animals pictures,

La frase de la semana: ¿En serio?

The lesson:

1. Take roll (2 min)
2. Circle time - Esta aqui song and ask circle time questions (5 min)
 - Que día es hoy?
 - Como esta el clima hoy?
 - Como estas hoy?
3. La frase de la semana - teach, repeat, make action for, and discuss situations that you would use the phrase (real, imaginary, silly, serious...) (5 min)
4. Review animal vocabulary using pictures or actions, see if students can remember the names of the animals! (5 min)
5. Use this time when reviewing with the pictures to talk about the animals too! Their colors, their size... (5 min)
6. Introduce these 5 food words in Spanish using the pictures and having the students repeat (3 min)
 - La carne
 - Las plantas
 - El pez
7. Introduce "que come"(2 min)
8. Go over each animal, and talk about which of the three things it eats. Ask the students "Que come el conejo?" "Que come el pollo?"... (5-10 min)

9. Put the food pictures in different parts of the room. Call out an animal, and the students must go to the picture of the food in which that animal eats! Have them say “ [el animal] come [la comida]” (replace with what you are talking about at the time!) (5-10 min)
10. Lay out all of the animal pictures on the floor and have students form a circle around them. Tell them that you are going to describe an animal completely in Spanish, and they are to raise their hand when they think they know what animal you are talking about! Examples of some descriptions below, but you can make up your own, too! Use the colors of the animals in the pictures to describe, and any word they know (body parts, colors, adjectives, weather...), and COGNATES!
 - Este animal vive en la casa. Tiene cuatro piernas, dos orejas, y una cola. No es un gato.
 - Este animal vive en el cielo (point to the sky) y come plantas.
 - Este animal vive donde hace mucho frío y come pez.
 - A este animal no le gusta la carne, prefiere comer plantas. Es pequeño. Vive en una casa a veces...
 - Este animal tiene muchos colores y vive en el cielo. Es muy bonito. Cuando es joven, transforma!
 - Este animal tiene dientes grandes, una cola grande, y es anaranjado.
 - Este animal es muy despacio. Come plantas.
 - Este animal es super grande con orejas grandes y una nariz larga
 - Este animal es muy muy muy alto

Words learned: ¿En serio?, la carne, las plantas

Class 9

Goals: I know all of the action words that I will need to know to read the book “Corre perro corre”. I can recognize some of the prepositional adjectives (above, below...)

Materials: Animals pictures

La frase de la semana: olvídale

The lesson:

1. Take roll (2 min)
2. Circle time - Esta aqui song and ask circle time questions (5 min)
 - Que día es hoy?
 - Como esta el clima hoy?
 - Como estas hoy?
3. La frase de la semana - teach, repeat, make action for, and discuss situations that you would use the phrase (real, imaginary, silly, serious...) (5 min)
4. Have the students do the action when you say it (just like how we taught classroom commands) You may have to tell them what it actually translates to.
 - Go through each word below
 - Entrar, salir, parar, seguir, bajar, caminar, correr, comer. If you want to, you can conjugate

correctly and say “paren” and “siguan”...

- repeat repeat repeat

(10 min)

5. Choose 3-4 of your class' favorite animal (depending on your class size). Break the class up into groups, and have each group “be” that animal (“ustedes son las zebras, y ustedes son las tortugas”) You are going to teach them/review the action words, but they will do the action as if they were that animal! (2 min)
6. Say an action word from our list. Have all animals act it out first. Eventually you will just say “solo los leones, entrar!” or “solo los pinguinos, subir” ...
 - Go through each word below
 - Entrar, salir, parar, seguir, bajar, caminar, correr. If you want to, you can conjugate correctly and say “paren” and “siguan”...
 - repeat repeat repeat
 - this can be FUNNY and FUN
 - (10 min)
7. Students will now be different animals, and act out the new words as the animals. You can ask them “how would a pollo correr?” or “how would a delfin parar?”. It's going to get silly! As long as they are trying and you can tell that they understand the action word and the animal word, all is well!
8. End of class - review all action words and meanings in English, review animals, charades, silencio game...

Words learned: olvídalo, entrar, salir, parar, seguir, bajar, caminar, correr, comer

Class 10

Goals: I know prepositional words in Spanish (high, low, above, below, inside of, here, there...) that I will need to know to reach the book “Corre perro corre”. I can make words diminutives (“cute”/“small”).

Materials: Animals pictures, something to show song

La frase de la semana: ¡Qué guay!

The lesson:

1. Take roll (2 min)
2. Circle time - Esta aqui song and ask circle time questions (7 min)
 - Que dia es hoy?
 - Como esta el clima hoy?
 - Como estas hoy?
3. La frase de la semana - teach, repeat, make action for, and discuss situations that you would use the phrase (real, imaginary, silly, serious...) (5 min)
4. Teach students how to add “ito” or “ita” at the end of words to make them diminutive. Explain what this means. Give some examples with words they know, like classroom objects or body parts...
 - amigo/amiguito
 - mano/manito

- brazo/brazito
 - ojo/ojito
5. Go through each animal and make it a diminutive. Have students say it as if the animal is SOOO CUUUUTE, so they get the point of the diminutive in this context! :)
 6. Teach prepositions by having students act them ALL out while repeating
 - arriba (arms up)
 - abajo (arms down)

Do these both together, and then repeat, repeat, repeat just these two about 5 times each

 - encima de (lift hands up like you're reaching for something on top of something tall)
 - debajo de (put hand below like you're reaching for someone below a desk or something)

Do these both together, and then repeat, repeat, repeat just these two about 5 times each, and then circle back to the first two

 - delante de (put hands in front of you)
 - detras (put hands behind you)

Do these both together, and then repeat, repeat, repeat just these two about 5 times each, and then circle back to the first four

 - dentro (put hands like you're reaching inside of something)
 - fuera (put hands out like "outside")
 - izquierda
 - derecha
 - lejos
 - cerca

(15 min total)
 7. Show them this song, and go through what it means. They do not have to learn ALL of these, but this song is good to teach them and is FUN!!!!
<https://www.youtube.com/watch?v=wZGoSkQ2bLI>
 Go through it all together and see if they can get it!!!!
 Write it on the board if you have to. Parents were sent this video, so students can practice at home, too!
 (15 mins)

Words learned: ¡Qué guay!, arriba, abajo, encima de, debajo de, dentro, fuera, izquierda, derecho, lejos, cerca, fuera, hacia, aqui, alli

Class 11

Goals: I can explain where something is located using Spanish. I can understand the whole book "Corre perro corre"

Materials: Animals pictures

La frase de la semana: Yo hablo español

The lesson:

1. Take roll (2 min)

2. Circle time - Esta aqui song and ask circle time questions (5 min)
 - Que día es hoy?
 - Como esta el clima hoy?
 - Como estas hoy?
3. La frase de la semana - teach, repeat, make action for, and discuss situations that you would use the phrase (real, imaginary, silly, serious...) (5 min)
4. Review "where is" words (5 min)
5. Go over new song (5 min), do it as a class! See if any students can do it alone!
6. GAME/practice - choose two objects. Have students tell you where they are in relation to each other. For example, you can use the lion picture and your phone. Put the lion picture on top of your phone. Ask "donde esta el leon", and students should say "encima". Put it far from and they should say "lejos"... This is a HARD activity, so help them through! (5 min)
7. Have them try to play this game/activity with two things they have with a partner. Walk around and help them! (5 min)
8. BOOK TIME!!! All of this practice has lead up to reading this book! For the rest of the class, you will start this book with them. They should be able to understand ALL of it! Read it in Spanish to them, and let them translate it for you as a class. Fun fun fun!!!! (rest of time)

Yo hablo español

Class 12

Goals: I can read the book "Corre perro corre" and I can do all that we've learned so far confidently at a beginner level.

Materials: Certificates

Frase de la semana: Habla despacio por favor

1. Take roll (2 min)
2. Esta aqui song and talk about what day it is and what the weather is like (5 min)
3. READING TIME - read the book (start from the beginning) all the way through! Don't have students translate what they have already translated. Just let them listen, and look at the pictures, and really just be immersed in Spanish. Towards the end, you can start translating again, for parts that they didn't translate last class. Get through the WHOLE BOOK!
 - If you have students that are ready/willing, they can try to read parts of it, too!!!!
 (20-30 min)
4. Congratulate students on being able to read and understand the whole thing!
5. Review ALL "frases del día" (5 min)
6. GAME - Pegalo! Have students form two lines facing each other. Put the animal pictures face up in between both lines (so the student at the front of each line is facing the pictures). Each line is a team. Keep track of points. The students at the front of the line are in the "hot seat". They are facing the pictures that are scattered on the floor. You call out a classroom object. Whichever of the 2 students slaps it fastest gets a point for their team. Have the 2 students go to the end of the line and do another word with the next two students. (10 min)

7. Review daily commands with a game - Keep same 2 teams. YOU do an action and whichever team yells out the command in Spanish first gets a point. (10 min or until all commands have been used)
8. Keep same 2 teams. HOT SEAT - call one student from each team up. Say one of the "frases del dia" in ENGLISH and whoever says it in Spanish first gets a point for their team (10 min or until all "frases" have been used)
9. Conclusion (10 min)
 - Let them know about advanced class coming up next semester (it will be about FOOD). Tell them to sign up
 - Ask them to share their favorite thing they did in level 2
 - Congratulate them on being so amazing and learning so much
 - Hand out certificates one by one, clapping for each student that "passed" level 2
 - Extra time? Watch any video from level 2 (classroom materials, alphabet...)
 - Tell them 5x to give the certificates to their parents!

Habla despacio por favor