

My Dream House

Sarah's Spanish School

12-week Lesson Plans

Day 1

Materials needed: cardstock - 1 piece for each student, markers/crayons, stickers, big piece of presentation board to write rules on (optional, but a good idea for classroom management and to have them posted for rest of semester), "Baila asi" song lyrics

1. **Attendance:** Take roll and make sure all students are present/student snack time if they have a snack - 5 minutes
2. **Get to know you** (cómo te llamas, cuantos anos tienes - counting to 10... go around and get to know students/introduce yourself and let them get to know you!) - 5-10 minutes
3. **Days of the week** - Talk about the day of the week in Spanish and remind them they have Spanish class ever "lunes" or "martes"... you could use this time to teach the days of the week song (have them repeat after you - dont show video:
https://www.youtube.com/watch?v=9j1ueJ_XdFM) - 5-10 minutes
4. **Overview of rules and expectations** - create them together as a class based off of rules the students already know from school - you can bring in a piece of presentation board and write the agreed upon rules on there to bring every day- 10 minutes
5. **Introduce sticker charts/reward system** and how to earn (you create HOW to earn stickers - can be based off of your classroom rules and expectations) - 5 minutes
Hand out 1 piece of construction paper to each student and have them write their names on theirs (example here: ___) - 5-10 minutes (this is your chance to let students work on their own and try to get to know all of their names while they are writing/decorating their name! You can also give out some stickers!)
Collect papers - you will bring them to class every day, keep them up in front by you during class, and you will collect them at the end of each class - to ensure students don't forget/lose them
6. **Yo fui a...** Teach "Yo fui a" ... talk about summer vacations and where they went
7. (if time) **Baila asi song:** Teach "Hay una chica, se llama Pilar (lyric worksheet)" - this is a song/dance/activity you can do anytime you have extra time or kids need a brain break. Write the lyrics on the board and go over what they mean - have students repeat them each after you after you write them. Then, teach how the game/dance works and do it!

Lyrics (have students repeat after you and clap to the beat) (here is a video of Sarah teaching this song/dance to her class: <https://vimeo.com/355316047>)

Hay una chica
Se llama Pilar

Tiene energia

Y quiere bailar

Va a una fiesta

_____ esta aqui (name student in the class)

En la fiesta

Bailan asi

- Then, students whose name you chose, does a dance of their choice and everyone copies it
- Start song over and choose another student

6. Clean up and line up and dismissal

Day 2

Materials needed: students' sticker charts, rules poster, pre tests (1 for each student), "Baila asi" song lyrics, preposition song lyrics (1 for each student)

1. **Attendance** - Take roll and make sure all students are present/student snack time if they have a snack - 5 minutes
2. **Circle time** - "vengan aqui y formen un circulo" - go over the weather of today (in Spanish) - have students act it out and repeat, go over day of the week/days of the week (que dia es hoy), and tell students the goals of the day - 5 minute
3. **Baila asi song** - if you did not get to do this the first day, do this today! If you DID do it the first day, you can do it again or move on to prepositions - 5-10 minute (this is like a warm up/get the wiggles out)
4. **Pre-test** - give students a few minutes to do the pre-test (let them know they SHOULD not really know anything on their, so it is ok to just leave it blank or just see if they know any of it - make sure they write their names on the paper - collect and file for end of semester)
5. **Prepositions** - Introduce prepositions by having students stand up (levantense) and saying them outloud in Spanish and having them repeat and do the action - "circle" through each one (do one a few times, move on to the next one, *circle back* to the first one, add another, *circle back* to the 2nd one...) - lots of repetitions - 10-12 minutes

Preposition **practice/check for comprehension:** Go over each one individually and translate what they mean in English (based off the action, students should be able to guess it!). Then, have students act it out but you DON'T act it out - see if they remember! Then, switch - you act it out and see if the students can say the word in Spanish - 5-10 minutes

Listening practice: Ask students questions about the location of things/students in the room in Spanish (example: Mike está cerca de la puerta o lejos de la puerta? Judy esta al lado de la ventana o encima de la ventana?) - 5 minutes

Guess who game - ask students "quien esta + preposition" and talk about students in the room and see if they can guess who you are talking about (example: quien esta al lado de la Jeff?) - you can have 1 student close his eyes and have other students move, and then ask the 1 student about the location of someone else/guess who you're talking about! - 10 minutes

Song - teach the preposition song!!!! Repeat, repeat, repeat, and have students sing it and act it out - CHALLENGE them to learn the whole song! Give 3 stickers for anyone who can come back next class knowing the entire song!

<https://www.youtube.com/watch?v=wZGoSkQ2bLI>

6. **Clean up and line up and dismissal**

Day 3

Materials needed: students' sticker charts, rules poster, Rooms of a house flashcards (printed on cardstock in color or laminated), big rooms-of-house labels, string (optional), stuffed animal, tape

1. **Attendance** - Take roll and make sure all students are present/student snack time if they have a snack - 5 minutes
2. **Circle time** - "vengan aquí y formen un círculo" - go over the weather of today (in Spanish) - have students act it out and repeat, go over day of the week/days of the week (que día es hoy), and tell students the goals of the day - 5 minute
3. **Review prepositions**, sing preposition song, let students "show off" if they memorized it!
4. **Rooms of a house** - introduce the rooms of a house in Spanish using the flashcards. Have students repeat the word after you in Spanish a few times, and then translate it to English (based on the picture) - 10-15 min

You can ask personal questions to students about the rooms in their house such as "Jamie - tu habitación esta grande, pequeña, o mediana?" or "James - que color es tu cocina?"

5. **Nuestra casa** - Make classroom into a big house! Use string as "walls", or just tape the labels on different areas in the room to signify what room of the house it is. Let students help you pick where "la cocina" will be and such! Use this time to repeat the words in Spanish many times! 5-10 min to set up

Caminen a - have students walk to different rooms of the house (practice with new vocabulary) ("Caminen a la sala.... Caminen a la cocina...) - you can switch it up by having them "walk like a duck" or "slither like a snake" or "crawl" to different rooms!) - 5-10 min

La manzana venenosa game - teacher closes her eyes/turns her back. All students quietly pick a room of the house (go to the "room" in the classroom). Teacher counts to 10 in Spanish. Teacher does NOT look, and says "la manzana venenosa esta en..." and chooses a room. Teacher looks, and any student in that room is "out" and joins the teacher. Repeat until 1 student is the winner. Switch it up - let a student (the winner or a volunteer) pick where la manzana venenosa is hiding and YOU play the game with the students. - 10-15 min

Donde esta game - choose an object (this can be a stuffed animal if you have one, or anything small that can be hidden). Split students into 2 teams. One team faces away/closes their eyes. The other team gets to hide the object in a room of the "house". Other team then has to guess what room it is in by asking the other team "la _____ (whatever the object is) esta en + room?"- they get 3 guesses. If they guess right, they get a point. If they guess wrong, the other team gets a point. Switch! - 10-15 min

6. **Review** - Review words of a house - have students repeat them
7. **Clean up and line up and dismissal**

Day 4

Materials needed: students' sticker charts, rules poster, rooms of house flashcards, "El gato esta" book/pages, "El gato esta" worksheet, blank house papers

1. **Attendance** - Take roll and make sure all students are present/student snack time if they have a snack - 5 minutes
2. **Circle time** - "vengan aquí y formen un círculo" - go over the weather of today (in Spanish) - have students act it out and repeat, go over day of the week/days of the week (que día es hoy), and tell students the goals of the day - 5 minutes
3. **Review prepositions**, sing preposition song, let students "show off" if they memorized it! - 5 minutes
4. **Review rooms of a house** - with flashcards or by reviewing where the rooms were in the classroom (Donde estaba la sala? Donde estaba la cocina?) and having students go to those rooms - 5 minutes
5. **"El gato esta" book** - read together outloud slowly - translate/talk about each picture/page - about 10 minutes

Optional: Give each student one of the pages. Say the line from the book, and have the student holding that page stand up. Talk about it a big (repetition!!!) and then move on to another - 5 minutes

Worksheet with questions - Give each student a worksheet. Go around the outside out loud together and ask them the questions - 10 minutes

Follow up activity - Give each student the paper with the blank house drawing. Have them draw a house and then draw a cat somewhere in the house. Ask individual students "¿dónde está tu gato?" . Then have students walk around and ask each other questions and share where they put their cat - 10-15 minutes

6. **Clean up and line up and dismissal**

Day 5

Materials needed: students' sticker charts, rules poster, something to play video on (computer, phone...), cut up pictures of actions/rooms

https://rockalingua.com/sites/default/files/29_lirycs_micasa_facil.pdf (optional, or you can just show them)

1. **Attendance** - Take roll and make sure all students are present/student snack time if they have a snack - 5 minutes
2. **Circle time** - "vengan aqui y formen un círculo" - go over the weather of today (in Spanish) - have students act it out and repeat, go over day of the week/days of the week (que dia es hoy), and tell students the goals of the day - 5 minute
3. **Actions** - act out (TPR) actions - have students do them and repeat them with you (they can make up the action) - cocino, como, duermo, leo, me ducho, riego, hago mi tarea, miro la tele ("circle" through each one (do one a few times, move on to the next one, *circle back* to the first one, add another, *circle back* to the 2nd one...) - lots of repetitions - 5-10 minutes
You say it, they act it out. You act it out, they say it! - about 5 minutes
4. **Charades** - You can do this in teams or just simply by calling up individual students. Give them a word from above (one of the new actions) and have them act it out. The other students have to guess and say the word in Spanish. - about 10 minutes
5. **Song** - <https://www.youtube.com/watch?v=79-hC081Qhw> - watch first all the way through. Then, watch again and pause and translate with the students. - 10 minutes
Slower version for after if kids want to learn the song, also pictures to go along with if you want to print one set for each student and have students hold them up as they hear them: <https://rockalingua.com/songs/my-house-easy-version>
6. **PQA** (personal questioning and answering) - call on individual students and ask them: "Donde + activity?" (Donde lees? Donde haces tu tarea? Donde duermes? Donde comes? Donde mires la tele?)
7. Extra time? Add your own activity, OR review OR do the **Baila asi song**
8. **Clean up and line up and dismissal**

Day 6

Materials needed: students' sticker charts, rules poster, something to play video on (computer, phone...), colorful houses flashcards/pictures, construction paper of all different colors, scissors, markers, prizes!

1. **Attendance** - Take roll and make sure all students are present/student snack time if they have a snack - 5 minutes
2. **Circle time** - "vengan aqui y formen un círculo" - go over the weather of today (in Spanish) - have students act it out and repeat, go over day of the week/days of the week (que día es hoy), and tell students the goals of the day - 5 minutes
3. **Review** rooms in a house - challenge students - see if they know them all from English to Spanish - 5 minutes
4. **LA BOCA** - Colorful houses of Argentina - Talk about this neighborhood in Argentina. Show map of where Argentina is located.

Video also shows the tango dance that you can talk about and SOCCER

<https://www.youtube.com/watch?v=ViP4dkRg0UU>

10-15 minutes

5. **Presidential houses** - Talk to the kids (mix of Spanish and English) about presidential houses, and how they have different colors - 5-10 minutes: For example:

Argentina "La casa rosada" (pink house)

USA "La casa blanca"

South Korea "La casa azul"

Russia "The Moscow Kremlin is red"

Australia "The Kirribilli house is amarillo with purple roof"

<https://www.britannica.com/place/Casa-Rosada>

<https://www.thrillist.com/travel/nation/world-leaders-official-residences-ranked>

link for some of the presidential houses pictures

6. **Craft!** Use this craft time to teach/talk about shapes and colors in Spanish and get repetitions in of new vocab, too. Be sure to address how to safely use las tijeras. Guide students through the craft https://www.youtube.com/watch?time_continue=2&v=xghC-JgLZdY (if time, once they get the hang of it, students can make more than one, and many different colors, and then lay them all out like La Boca neighborhood in Argentina!

Or a little bit more difficult one <https://artprojectsforkids.org/la-boca-houses-argentina/>

Craft: 15-20 minutes

7. Students can exchange in stickers TODAY for rewards - be sure to bring something peanut free (or even better, NOT edible) for students to exchange in for stickers. If you do bring something they can eat, do NOT let them eat it until they get home and it should be individually wrapped.

8. **Clean up and line up and dismissal**

Day 7

Materials needed: students' sticker charts, rules poster, objects-in-a-house flashcards, rooms-of-a-house flashcards

1. **Attendance** - Take roll and make sure all students are present/student snack time if they have a snack - 5 minutes
2. **Circle time** - "vengan aqui y formen un círculo" - go over the weather of today (in Spanish) - have students act it out and repeat, go over day of the week/days of the week (que dia es hoy), and tell students the goals of the day - 5 minutes
3. **Objects of a house** - Introduce the objects of a house in Spanish using the flashcards. Have students repeat the word after you in Spanish a few times, and then translate it to English (based on the picture) - 10-15 min

You can ask personal questions to students about the classroom such as "cuántas puertas hay en la clase?" or "cuántas ventanas hay en la clase" or "la lámpara en la clase esta grande o esta pequeña?"

You can stop on a few cards and talk about the colors of the object and maybe even what room of the house you would find that object in

4. **Give students vocabulary lists**
5. **Buscalo game** - let students watch you (and TELL them where you are putting things) "hide" the objects (flashcards) around the classroom (get lots of repetitions in of the words while you have their attention). Explain the rules - you can't run! Say "Busca + object" and have students try to find that object. Whatever student finds it, they get to keep it. Have all students repeat the object out loud in Spanish after it is found. 10-15 min
6. **Pictionary** - have 1 student come up to the board. Secretly tell them an object (in English is ok) and have them draw it on the board - students have to guess (in Spanish) what it is - 10 min
7. Extra time? Pictionary with partner, charades, preposition song...
8. **Clean up and line up and dismissal**

Day 8 - Halloween Lesson

Materials needed: students' sticker charts, rules poster, objects-in-a-house flashcards, rooms-of-a-house flashcards, blank floor-plans (one for each student) BINGO cards (one for each student), something to use as markers for bingo (beans, beads, pennies...)

1. **Attendance** - Take roll and make sure all students are present/student snack time if they have a snack - 5 minutes
2. **Circle time** - "vengan aquí y formen un círculo" - go over the weather of today (in Spanish) - have students act it out and repeat, go over day of the week/days of the week (que día es hoy), and tell students the goals of the day - 5 minutes
3. **Song** - Una Pequeña, Dos Pequeñas, Tres Pequeñas Brujas: this is a nice and simple song about witches <https://www.spanishkidstuff.com/lesson-plans/halloween-lesson-plan.pdf>
4. **Costumes/los disfraces:** You can talk about what they are going to be for Halloween and tell them how to say it in Spanish
5. **Cultural comparison** - do they celebrate "Halloween" or something similar in your country or origin? What is it like? If you want to talk about Day of the Dead, you can show this video and explain the traditions: <https://www.youtube.com/watch?v=-v4-1wFEzMO>
6. **Halloween words:** Teach kids some Spanish halloween words! You will use these in the next activity:
7. **Get them moving!** <https://funforspanishteachers.com/2018/09/halloween-movement-cards/>
8. **La casa embrujada**

Give students the blank picture of the house floor plan. You are going to tell them things to draw inside the haunted house. Wait for each student to draw it before moving on. You might have to repeat the sentence many times. Follow this order:

- Dibujen una mesita en el centro de la sala de estar
 - Dibujen dos sofás lejos de la mesita
 - Dibujen una puerta arriba de la sala de estar
 - Dibujen una cama en todas 3 habitaciones
 - En el estudio, dibujen un fantasma
 - En el garaje, dibujen dos carros/coches
 - En la cocina, dibujen una mesa y cuatro sillas
 - A la derecha de las sillas y la mesa, dibujen un refrigerador
 - Al lado del refrigerador, dibujen una estufa
 - Pongan muchas puertas y ventanas en la casa
 - Dibujen un vampiro en el armario
 - Dibujen diez arañas en la casa
 - Dibujen un gato negro cerca de una puerta
 - Dibujen tu mismo en la casa, corriendo porque tienes mucho miedo!!!
- 10-15 minutes

More practice: Name an object or room of the house and have students point to it on their paper. 5 minutes

5. **BINGO** (you can give away stickers as prizes) - 10-15 minutes (If you have time - if not, you can play this next week!)
6. **Clean up and line up and dismissal**

Day 9

Materials needed: students' sticker charts, rules poster, objects-in-a-house flashcards, rooms-of-a-house flashcards, BINGO stuff (from last week - if you did not have time to play last week)

1. **Attendance** - Take roll and make sure all students are present/student snack time if they have a snack - 5 minutes
2. **Circle time** - "vengan aqui y formen un círculo" - go over the weather of today (in Spanish) - have students act it out and repeat, go over day of the week/days of the week (que día es hoy), and tell students the goals of the day - 5 minutes
3. **BINGO** - if you did not play last week!
4. **Buscando por la casa game** - Play this game as a class (if you have a larger class, you might need 2 and have 2 groups) - it is played like "go fish" - each kid gets a room in the house. Hand out cards of objects evenly amongst group. When it is their turn, the student is looking to get a match for the object they have their hand. They ask "hay una _____ (object) en _____ (room)?" Whoever has that room as to say "sí" if they have the object or "no" if they do not. The goal is to get as many pairs as you can! - 15-20 minutes
5. **Song** - <https://www.youtube.com/watch?v=gEwaHN0ZdYw&feature=youtu.be> Watch all the way through first, ask students what kind of words they heard. Then, listen to it again, and pause it and ask translations of some words! Then listen to it again and dance/act it out (especially the action words towards the end!)
6. **Clean up and line up and dismissal**

Day 10

Materials needed: students' sticker charts, rules poster, objects-in-a-house flashcards, rooms-of-a-house flashcards,

1. **Attendance** - Take roll and make sure all students are present/student snack time if they have a snack - 5 minutes
2. **Circle time** - "vengan aqui y formen un círculo" - go over the weather of today (in Spanish) - have students act it out and repeat, go over day of the week/days of the week (que dia es hoy), and tell students the goals of the day - 5 minutes
3. **Video:** (2:52 minutes) "Paco el cocodrilo que no ordenaba su cuarto"
<https://www.youtube.com/watch?v=XlcVKeEEKE8>
Discuss video content with students (they won't be able to understand the video, but they can see what is going on and kind of be able to tell what happened!)
Allow students to share orderly or disorderly bedrooms/house (2-3 minutes)
4. **Song:** <https://www.youtube.com/watch?v=GhRIhA66260>
5. ****Story Time**** (Read Before Teaching Lesson)
STORY TIME – tell the rules of how to do the story first (They get to help you make it up. They must answer the questions in Spanish. They have to look at you the whole time. They can be silly! (See this video on how to do TPRS found on our website under the teacher resources section Songs/Videos – TPRS Explanation). You can also refer to the attachment – "What is Circling")

Here is the story you will tell with the students:

La Cochina (Circling, TPRS)

You can write the structures (bolded) on the board with their English translation and/or create motions to go along with each structure or draw pictures on the board.

You won't finish this story in one day. Each line should be circled/repeated **MANY** times, asked in different ways, try to **trick** the students, make them **laugh, start over the story sometimes from the beginning**, and REPEAT REPEAT REPEAT!

** Important structures of the story (some of these they will know from the "baila asi" song)

hay – there is

se llama – her name is

tiene - she has

quiere - she wants

llevar - to wear

va a - she goes to

deja - leaves

decide - decides

cambiar - to change

-Hay una chica

- **Se llama** _____. (students get to make up her name)

-La chica **es** muy **desordenada**.

-La chica **es** muy **ordenada** o **desordenada**? La chica **es** muy **ordenada**.

- La chica tiene un sombrero muy especial.

- Tiene un sombrero o tiene unos pantalones?

- El sombrero es especial o no? Quiere un sombrero o tiene un sombrero? Tiene dos sombreros o tiene un sombrero? Que color es el sombrero?

REPEAT ABOVE REPEAT ABOVE REPEAT ABOVE

-Un día, la chica **va a** _____ (name a room in the house)

- **La chica deja** su sombrero en el _____. (place in the room)

- Deja su sombrero en la cocina or en _____ (room mentioned above)

- Deja su sombrero en el jardín or en _____(room mentioned above)

- **Donde deja su sombrero?**

- La chica **es** muy **ordenada** o **desordenada**?

- La chica **va a** una fiesta. Va a una fiesta or va al supermercado? Va a una fiesta o no va?

- Hay un problema!!!!!!!!!! Hay un gran problema!

- La chica muy triste! Esta triste o está feliz? Esta triste. Esta triste o está enojada? Esta triste.

- Esta triste porque no tiene su sombrero! Deja su sombrero en el ____ (mentioned above) or en la cocina? Está triste o esta fantastico?

- Tiene su sombrero o no tiene su sombrero?

- Ella quiere su sombrero. No tiene su sombrero porque deja en el _____

- La chica esta MUY triste! Esta muy triste porque deja su sombrero en _____!

- La chica (you can use her name sometimes instead of la chica, whatever the kids named her) es desordenada o es ordenada? Es desordenada. Esta triste o está feliz? Esta triste

REPEAT REPEAT REPEAT

Re-tell story. Make sure students understand. Ask lots of questions in Spanish to check for comprehension.

- La chica es muy desordenada, si?

- La chica decide cambiar.

- La cica es muy desordenada, pero decide cambiar. Ahora, la chica es ordenada. La chica va a su casa. Va a _____ (room mentioned above). La chica encuentra su sombrero. Va a la fiesta. Es ordenada. Esta feliz. La chica baila baila baila con su sombrero feliz!

Remember to circle back and repeat repeat repeat, ask LOTS of Yes/No either/or questions in Spanish throughout the story, let students really get into the story, set high expectations, and DO NOT SPEAK ENGLISH at all!

Clean up and line up and dismissal

Day 11

Materials needed: students' sticker charts, rules poster, objects-in-a-house flashcards, rooms-of-a-house flashcards, story sequence drawing paper for students, large presentation boards (1 for each student - white)

1. **Attendance** - Take roll and make sure all students are present/student snack time if they have a snack - 5 minutes
2. **Circle time** - "vengan aqui y formen un círculo" - go over the weather of today (in Spanish) - have students act it out and repeat, go over day of the week/days of the week (que dia es hoy), and tell students the goals of the day - 5 minutes
3. **Review story** - start at the beginning, circle through the story, act it out, HAVE FUN! Call up a student to act it out, be silly - act like you forgot the story! Ask the students lots of questions about the story in Spanish as if you don't remember it. Haha
4. Give students a **story-sequence-drawing paper**. Tell the story out loud, one sentence at a time, and have students draw the story. Add details in if you want to :) Have students put the story away in their backpacks once you are finished
5. Mi casa ideal presentation

Tell students they are going to design and present (in Spanish) about their dream house! Get them excited about it! Show this video for inspiration

<https://www.youtube.com/watch?v=XYfB2MS-ouo> (it is in English, but you could pause it and see if the students can translate some of the words into Spanish! This will also get their creativity flowing)

Have students brainstorm some things they would want in their casa ideal (how many rooms? A big kitchen? A garden? Encourage them to use current vocabulary learned).

Give each student 1 presentation board. Have them write their names on the back. Then, let students draw out their casa ideal on the board. Walk around and ask them about their "casa ideal" and what they are drawing (in Spanish)

By the end of today, they should have the floor plan drawn 100% and ready to add objects inside the house next week and be able to present! They can bring it home to work on if they PROMISE to bring it back next week!

6. **Clean up and line up and dismissal**

Day 12

Materials needed: students' sticker charts, rules poster, post-tests, students certificates, rewards for students in exchange for stickers earned!

Note * Parents will be invited to the last ½ of class so they can watch the presentations and congratulate their child getting the certificate!

1. **Attendance** - Take roll and make sure all students are present/student snack time if they have a snack - 5 minutes

2. Post test - have students take a post-test, walk around and help them if they need help reading

Collect post-tests. Grade them there (you should give these to parents along with the pretest as they pick up or give back to students if they go to after-care)

2. **Work on “Mi casa ideal” project** - have students get right to work on their house project. Encourage them to add LOTS of objects in the house. When they are done, they can practice presenting in Spanish with a partner

Give them sentence (you can write them on the board) starters such as

- En mi casa ideal, hay _____

- Hay _____

- _____ esta al lado de _____

- _____ esta cerca de _____....

Walk around and help them prepare for their presentations!

3. Last 15 minutes of class - presentations, sing songs learned, certificates, and celebrations!