

Sarah's Spanish School

Lesson Plans - Foundations 6-7 week

By the end of the 7-weeks, students will be able to do the following in Spanish: introduce themselves, follow directions, count to 15, say the days of the week, talk about the weather, name body parts and talk about if anything is hurting, sing various songs, and more!

<https://quizlet.com/join/wU6dDbwwh>

Summary of lessons for teacher:

Class 1: Rules and routines, intro to teacher/Spanish, greetings, introduce self in Spanish, days of the week song, acting out classroom commands

Class 2: Feelings introduction, feelings game/charades, feelings worksheet

Class 3: Color introduction, games - stand up if you're wearing, find color in the classroom, secret person is wearing...

Class 4: Counting to 15 and numbers practice/games

Class 5: Body part introduction, TPR, body part game, me duele song, body part song

Class 6: Weather intro, acting out, charades, drawing activity, "traveling" activity if time (if this is your last class, you will also review ALL, play games, and give certificates!)

One some classes have 7 classes

Class 7: Review, hot seat game, KABOOM, certificates

Detailed lesson plans:

Class 1

Goals: I can introduce myself in Spanish. I can talk about how I'm feeling. I can understand classroom commands in Spanish. I can recognize the days of the week.

Materials: a ball or stuffed animal and iPad or phone to play song (provided by teacher - optional), vocabulary list for semester

Lesson

**** Quick note:** One thing that will need to be done on day 1 is lay down the expectations for students and establish routines. 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.

1. Take roll (2 min)
2. Teacher introduce self and teach hola and buenas tardes and repitan. Have students repeat the greetings with you (3 min)
3. Give an introduction of yourself in English - let students know your background with learning Spanish/English, background about you (not too personal, but just so they know you a bit), how excited you are to teach them this semester, and how much FUN they are going to have learning it. (3 min)
4. Explain the expectations (above) of the classroom and routines (beginning of class - come in, set your backpack in a certain spot in the room, take a seat, eat your snack quietly and await for further instruction from teacher. End of class - tuck in chairs, pick up 3 items from the floor, grab your stuff, quietly, form 2 lines at the door (parent pick up and after-care).
5. Ask questions for comprehension in English ("What do we do when we first arrive?" "What are some ways we show respect to classmates and me?" "After picking up the classroom, how many lines do we form at the door after class?")

Introductory stuff above will set YOU and your classroom up for classroom management success. This is highly recommended to do right away on the first day while you have their attention - set the ground rules, expectations and procedures and you will not have issues later on. All of this together should take about 10

minutes.

6. NOW we get into Spanish! Teach, "me llamo" and "como te llamas" (4 min) do this by having students repeat after you various times.
7. **check for comprehension:** Have them turn to three different friends and say "me llamo" + their name (1 min)
8. **PQA** (personal questions and answering) Using a ball or stuffed animal of your choice, toss to each student and ask them "Como te llamas" and have them answer "me llamo" and their name (5 min, depending on your class size)
9. Teach "mucho gusto". Repeat out loud with them. **check for comprehension:** Have students repeat it and say it to three people.
10. Practice! Repeat lesson 6, but after each student introduces themselves have all other students say "Mucho gusto _____ (plus their name)" (5 min)
11. Have the students "Vengan aqui y formen un circulo". Teach the "esta aqui" song by having students repeat each line after you (to the tune of "the farmer and the dell")
 - _____ (student name) esta aqui (have students repeat)
 - _____ (student name) esta aqui (have students repeat)
 - Vamos a cantar (have students repeat)
 - _____ (student name) esta aqui (have students repeat)Translate the song for students.
Go around the circle and repeat the song the same way to sing about each student. (10 min)
12. Days of week song (see video on website, but start without showing video)
 - teach it by having them repeat line by line (put actions to each day. Let students come up with the actions)Here are the lyrics:
Lunes martes
Miercoles
Jueves y viernes
Sabado domingo
Eso es. Eso es
 - translate it while you sing it the first time
 - sing it together, then repeating again(10 min)
13. Watch video/play song for students (3 min)
14. Teach students "que dia es hoy". Tell them what it means. Have them answer "hoy es ____". Repeat various times. **check for comprehension:** Have them practice "hoy es" with a partner.
(5 min) * **Differentiation** Depending on age of your students, you can ask them individually out loud.
15. Classroom commands. Tell students you will only be speaking Spanish for about 10 minutes and to do what you tell them to do what you are saying if they understand it, but don't speak English. (10 min)
 - Act out and say each command until they understand and do it. Keep repeating the word until 100% of students understand and do the action
 - Circle back to past commands, add new, and have them JUST do the action when you say it. You will say each word 10-15 times before moving on to the next!

Here are the commands to teach: *levántense, siéntense, escuchen, hablen, caminen, paren, vengan, vayan*
(10 min)

16. Once you have repeated them SO many times and they have done the action, have them do and *repeat* each one again, and translate what they actually mean (3 min)
17. Let them know you will be speaking to them in Spanish most of the time in class!
18. If you have time, go around the classroom and let students share WHY it is important to learn Spanish or why they want to learn Spanish. Give additional input to TEACH the benefits!
19. When there is 5 more minutes left of class: Teach end of class routine - tuck in chairs, pick up 3 items from the floor, grab your stuff, quietly, form 2 lines at the door (parent pick up and after-care). Then have students practice/do this.
20. Give students vocabulary list to put in their backpacks and give to their parents.
21. Take ALL students to after care together. Drop off aftercare students. THEN walk to parent pick up location. Students must give you a high five before leaving and parents SHOULD sign their students out on your roster (this is for student safety and is a way for you to meet the parents and ensure everyone gets picked up safely).

Words learned: Hola, buenas tardes, buenos días, buenas noches, *está aquí, vamos a cantar, me llamo, cómo te llamas, mucho gusto, levántense, siéntense, escuchen, hablen, caminen, paren, vengan, vayan, lunes, martes, miércoles, jueves, viernes, sábado, domingo*

Class 2

Goals: I remember everything from last week. I can talk about how I'm feeling in Spanish.

Materials: Feelings worksheet

Lesson

1. Take roll (2 min)
2. Greet students in Spanish. Have them greet you back in Spanish!
3. Review from last week + circle time (10-15 minutes)
 - Ask students what "como te llamas" means, and how to answer it
 - Go around and ask random students. Try to remember names here! (3-5 min)
 - Have students "vengan aqui and formen un circulo"
 - Esta aqui song (same way as last week - depending on age of students, you can STOP having them repeat and just sing it all together). Make sure to review what it means! (3 min)
 - Review days of week - sing song (have them repeat after you still) (3 min)
 - Ask "Que dia es hoy". Have them answer "hoy es _____" (2 min) (you can ASK them what day it is by saying "Hoy es lunes? Noooo! Hoy es martes? Nooo!" to get repetitions of "hoy es" in)

- Review classroom commands - you say it in Spanish and see if they can remember/do the action! (5 min)
- 4. Have students return to their seats. They will now learn emotions and how to describe how they are feeling
- 5. Say an emotion in Spanish. Have students create an action for that emotion. Act it out and say it out loud together. Repeat repeat repeat (you'll say/do each action 10-15 times each!)
Vocab: bien, mal, muy bien, muy mal, fantástico/fantástica, horrible, feliz, triste, enojado/enojada, enfermo/enferma... *** Differentiation** If you have older kids that will catch on to these easily, you may add more (nervioso, asustado, enfadado...)
(10 min)
- 6. Remember, each word should have an action to it that the whole class does
- 7. **check for comprehension:** You say the word without doing the action and have students do the action (5 min)
- 8. **check for comprehension:** You do the action but don't say the word!! See if students can come up with the word themselves in Spanish
- 9. Teach what "como estas" means, and teach them how to answer with "muy bien, gracias, y tu", using motions for each part (muy bien is a thumbs up, gracias they should act "flattered" and touch their chest, y tu they should point to the person they're talking to). Practice this out loud many times, then call on random students to answer it. **PQA** (8 min)
- 10. **GAME** - Como estas? Call a student up. Whisper them one of the new vocab words/feelings. Have the **WHOLE** class ask them "Como estas". They should act out the feeling, and students have to say it in Spanish
(10 min)
- 11. **Worksheet** - go through the faces/feelings together. Students will draw the expression on the face based on what the person is feeling. *** Differentiation** If you have older students, they can do this on their own and you go around and help/check on. Then go over it all together. Younger students you may want to just do each one all together so you can read it for them.
- 12. Dismissal

Words learned: ¿Como estás? Estoy bien, mal, muy bien, muy mal, fantástico/fantástica, horrible, feliz, triste, enojado/enojada, enfermo/enferma

Class 3

Goals: I know the colors in Spanish

Materials: Coloring sheet (for students to take home with them, not to do in class)

Lesson

1. Take roll (2 min)

2. Circle time/beginning-of-class routine - Greet, esta aqui song, review days of the week and the song, talk about what day it is, small dance to get the wiggles out, goals of the day... (5 min)
3. Review - classroom commands in Spanish by having them DO them when you say them. Review como estas, estoy, feelings (act them out)... (5 min)
4. Toss the stuff animal to random students and ask them "como estas". Have them tell you in Spanish! (5 min) * Differentiation If they don't know how to answer, give them 2 options and act them out ask you ask "estoy triste o estoy feliz?"
13. Colors introduction one at a time using colors around the classroom (10 min)
 - touch something around the room that is RED, and have students repeat "ROJO" many times. Translate
 - touch something around the room that is GREEN, and have students repeat "VERDE" many times...
 - repeat above for all colors
14. check for comprehension Levántense si estás llevando " game
 - Teach student how to play and what the name of the game is
 - Levántense si estás llevando + name a color
 - have students that are wearing that color stand up
 - do this many times with all colors. While they are standing up, point to the color on them and REPEAT the word as many time as you can by saying stuff like "si tu estas llevando rojo" and "muy bien tus zapatos son rojos"...
 - Switch it up by having them stand if they are NOT wearing a color, or if they are wearing TWO colors...
 - * Differentiation Switch it up by having them LIE about if they are wearing a color not and having kids call each other out... anything to keep it FUN but still be reviewing and talking about in Spanish all colors!
 (10-15 min)
15. check for comprehension Toquen algo... game (8 min) - tell the students how to play (teacher is going to say a color, and then everyone has to walk to find something in the room of that color and touch it). Before playing games go over expectations VERY clearly (no running, hands to yourself, no talking unless it is in Spanish) (8 min)
 - * Differentiation Switch it up by having them touch TWO colors at the same time :)
 - You can have students be the ones to call out the colors! FUN FUN!!!!
 (10 min)
16. Persona secreta (lleva el color _____). Tell them what "lleva" means, or "esta llevando" and then have a "persona secreta". Say, "la persona secreta está llevando el color ROJO". You can give them hints by saying like "en los pantalones", or "en la camisa", and showing them what those clothing words are by pointing to your own. Have them raise their hand to guess who the secret person is. (10 min)

17. Hand out picture for students to color. GO OVER what color they will color certain parts. They will color at home!

Words learned: rojo, anaranjado, amarillo, verde, azul, violeta, café, negro, blanco, gris

Extra time? Some other fun color games/songs!

- Exchange Places: Students are in a circle. Each student is given a marker of a different color. Students say in the target language what color they have. The student in the center of the circle names two colors. Students having these two colors must exchange places as the student in the center tries to take the place of one of the students in the outer circle.
- They love this one: <https://www.youtube.com/watch?v=DsRkoZGaoEM> (to teach this one, show it and stop it at different words and explain what it means, then you can watch it all again with them knowing what it's talking about! Many will want to sing along, so sing with them!)
- https://www.youtube.com/watch?v=KAD_lgQPT_c
- <https://www.youtube.com/watch?v=YCVkZkbw6Cg>

Class 4

Goals: I know the colors in Spanish. I can count to 15 in Spanish

Materials: Paper for students (they should have their own)

Lesson

1. Take roll (2 min)
2. Circle time/beginning-of-class routine - Greet, esta aqui song, review days of the week, talk about what day it is small dance to get the wiggles out, goals of the day... (5 min)
3. Review colors by pointing to things in the classroom and having THEM tell YOU what color it is in Spanish (5 min)
4. Let students show off their pictures if they did them and use this time to get more repetitions of COLORS in! (3 min)
5. Ask students if they can count to 10 in Spanish. Some may be able to. Let them try (3 min)
6. Count to 10 with them outloud, having them repeat EACH number outloud (practice pronunciation). Use your fingers to count, too! Do this 2x (5 min)
7. Challenge them! Count up to 15 and have them repeat.
8. Repeat #'s 10-15 at least 5 times out loud together as a class. (3-5 min)
9. **Trade off with teacher** - you say uno, they say "dos", you say "tres", they say "cuatro".. And count up to 15. (2-5 min)
10. **Count with partner** (trading off numbers) - put them in partners or have them just do it with someone around them and simply have them trade off counting with their partner just as you just did with tem. Model this if you have to with an older student (I say uno, you say dos, I say tres....) (3-5 min, let them practice practice)

practice. Tell them they are going to want to know all the way up to 15 for a game that is coming up!)

(5 min)

11. **GAME TIME:** After they've got the hang of it (most will have already known how to count to 10) make it a game. You can say 1, 2, or 3 numbers in a row, but you don't want to be the one to say 15! So with a partner you can say uno, she says dos tres, you say cuatro cinco seis, she said siete ocho, you say nueve, she says diez (she loses)! You want your partner to be stuck saying TRECE. Walk around and help them if they are stuck on a number (5 min)
12. Count off with whole class again out loud (2 min)
13. **GAME TIME** - "Victima"- Throw the ball/stuffed animal to a person. The person who catches the ball must say one in the target language. They then choose someone to be their "victima". They throw the ball to that person and they have to say the next number. If they don't know it, they are "out". Do this until there is 1-2 winners! (10 min, depending if they are liking it or not)
14. Cuantos questions - Tell students that "cuantos" means how many. Ask questions about things in the classroom and have students tell you the answer in Spanish (try not to pick anything that there is more than 15 of!) (if you use a word they do not know, SHOW them what it means)
Examples:
 - Cuántos estudiantes hay en la clase?
 - Cuántas sillas hay en la clase?
 - Cuántas puertas hay en la clase?
 - Ventansa, chicas, chicos,(5-10 min)
15. Repeat step 9, but instead of answering out loud together, have them tell a partner
16. **Challenge: MATEMATICAS:** Have students take out a piece of paper. *
Differentiation Partners (pair up littler ones with bigger ones) or individual. You will say 2 -3 numbers and they have to add them together and come up with the answer in Spanish!
Example: You will say "dos... uno" and they have to come up with "tres"
* **Differentiation** If your kids are really getting this, do some subtraction!
17. Dismissal/end of class routine

Vocabulary: uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez, once, doce, trece, catorce, quince, Cuántos

Class 5

Goals: I can name body parts in Spanish. I can talk about if something hurts in Spanish

Materials: Body part flashcards

Lesson

1. Take roll (2 min)
2. Circle time/beginning-of-class routine - Greet, esta aqui song, review days of the week, talk about what day it is small dance to get the wiggles out, goals of the day... (5 min)
3. Let students know that you will be continuing with animals next week, but first you will be learning body parts in Spanish and using that for a game at the end of the session
4. **Body parts**
 - TPR (total physical response - meaning you do NOT speak English or let the kids speak English, rather, you only speak Spanish and the students act it out) for a while saying "toquense + body part. Start with one body part, congratulation/celebrate success when they get it right (you will be doing it, too, so they will definitely get it right) and then add another body part. Tell them "toquense" plus the body part and touch yours also (for example, toquense la nariz, and touch your nose)
 - Body parts:** la cabeza, la nariz, el ojo, la boca, la oreja, el pelo, la pierna, el pie, el estómago, la espalda, la mano, el brazo
 - Circle often (that means to go back to the first one) and repeat repeat repeat.
 - **check for comprehension** Eventually you can tell them a body part that you've gone over many times without touching it yourself and see how many can get it by just hearing the word)
 - Repeat with all body parts
 - Speed up... check for comprehension, PQA donde esta tu/ toquense...)(15 minutes)

You can be silly and pretend to trick them sometimes, let them catch you. Try to trick them. Have fun with it.
5. **Body part race.**
 - Take out body parts as flash cards. Review ALL by going through each one and having them repeat after you in Spanish (5 min)
 - Then, let the students see you putting each part around the classroom after you repeat it (I'm going to put la nariz aqui... And la cabeza aqui...)
 - Explain the rules of the race (no running, be kind, hands to yourself, if you pick up the wrong one I will say no and then you have to put it back, no guarding a body part...)
 - The "race" comes in when all parts are placed somewhere "hidden" (not hard!) around the room.
 - You yell out a body part and have students find it!
 - Whoever finds it has to yell it out in Spanish and hold it up. If they're right, they keep it for the rest of the game. Then have them all repeat it again and move on to another part.(10 min)

At the end, see who has most.

- Then ask for them back one by one by saying "yo necesito + body part" and have the kid give it to you that has it.
- 6. Tell them how to say "**me duele**" to talk about what hurts. (3 min)
- 7. **Act out** different things hurting out you while you say it in Spanish ("ahh me duele la cabeza" and act like your head hurts), and have them yell out what is going on. After doing this 5-7 times, do the same thing but without acting and have them tell you what hurts. (10 min)
- 8. Me duele la cabeza song. If you don't have access to computer or phone to show them it, just teach them it as a song! Have them repeat and sing with you. (5 min)
https://www.youtube.com/watch?v=wD_X5-y6-7s
- 9. Song - mi cuerpo (THIS is the best song ever. Kids love it. **Don't show them the video, just teach it outloud altogether**) Lot of versions. Choose the one you like best!
<https://www.youtube.com/watch?v=71mooYDhJTO>
<https://www.youtube.com/watch?v=dRxwOL7J7x0>
<https://www.youtube.com/watch?v=tWgodLTjQwI>

The lyrics to use:

Mi cuerpo, mi cuerpo hace música
 Mi cuerpo, mi cuerpo hace música
 Mis manos hacen *clap clap clap*
 Mis pies hacen *stomp stomp stomp*
 Mi boca hace * la la laaaaa*
 Mi cuerpo hace CHA CHA CHA

Vocabulary: la cabeza, la nariz, el ojo, la boca, la oreja, el pelo, la pierna, el pie, el estómago, la espalda, la mano, el brazo, me duele, me duelen

Class 6

Goals: I can talk about the weather and seasons in Spanish.

Materials:

Lesson

1. Take roll (2 min)
2. Circle time/beginning-of-class routine - Greet, esta aqui song, review days of the week, talk about what day it is small dance to get the wiggles out, goals of the day... (5 min)
3. **Teach weather terms**
 - act it out (BIG motions/expressions!!!!) and say it in SPANISH (hace frio and act like it's cold)
 - Have them repeat and do motions 5-10 times per term in Spanish
 - Have students guess what it means
 - Start with just one, then move on and do with all terms, adding "un poco" and "Mucho" in eventually (for mucho make the action REALLY big, for un poco make the

action really small)
(10 min)

4. Circle a lot (do hace frío, then hace calor, then hace frío again, then hace calor, hace viento, hace frío, hace MUCHO frio, hace un poco frio... circle to all of them with actions to go with it)
(3-5 min)
5. **-check for comprehension** - You say the phrase and they just do the action.
6. Ask them questions in Spanish about the weather in certain months, and have them answer you. You can act it out, too, since they're just learning the terms. (they don't necessarily know months, but they are cognates so they should get most of them!)
Examples of phrases below:
 - en enero, hace frío o hace calor?
 - generalmente en julio hace frío o hace calor?
 - hace mucho viento en mayo generalmente?
 - en que mes esta nublado?
 - en qué mes hace mucho sol?
 - hace más sol en diciembre o en junio?
 - en que mes hace fresco?This a great way to have them practice their listening skills!!!
7. **Charades** - call up someone to be the actor. Whisper in their ear what to act out (a weather term in english) and then have them act it and whoever in the class says it first in Spanish gets to act next. You can give them hints like "hace...."
 - for a bigger class you can have students get in small groups or pairs and have one be the "actor". Have the "actor" come up to the front of the room to be told the term, then go back to their group to act it out.
8. **Intro "Como esta el clima hoy?"**. Start with "si/no" questions then start making it more difficult with either/or questions...
 - hoy hace frío? Nooo. Hoy hace calor? Si! Hace mucho calor o un poco calor? Si mucho calor. Hace viento hoy? No, no hace viento... hace buen tiempo o mal tiempo?....
9. **Drawing activity** (5-10 min) - you should be speaking in Spanish about the weather and their pictures 100% of the time this part of class to get in LOTS of repetitions
10. **KABOOM!!!!!!** (Best. Game. Ever!!!!) (10-15 min/rest of time)
11. If this is your last class, celebrate and give certificates out at the end
12. Dismissal

Words learned: Hace frío, hace calor, hace fresco, hace sol, hace viento, está nublado, está lloviendo, mucho, un poco

Class 7

Goals: I can do all things learned this semester at a beginner level

Materials: Body parts flashcards, KABOOM sticks, certificates

Lesson

1. Take roll (2 min)
2. Circle time/beginning-of-class routine - Greet, esta aqui song, review days of the week, talk about what day it is small dance to get the wiggles out, goals of the day... (5 min)
3. HOT SEAT game
 - have students form 2 lines, both front people facing each other. You say one thing in English, anything they've learned this semester. Whoever says it in Spanish first gets a point for their team
 - both students go to end of line
 - Start again with new students in the "hot seat" (10-15 min)
4. Cuerpos tontos - Each student starts with 1 piece of blank paper. Teacher dictates a body part (in Spanish) and how many of them to draw (says a number in Spanish), student draws parts on their paper like a monster whenever they want and passes paper to next person. Do again. You will end up with very silly monster drawings! This is a listening activity.
 - *** Differentiation** if you have a small class and a whiteboard, you can have students come up to the board to add to the monster one at a time instead of doing it on paper.
5. KABOOM!!!!!! (Best. Game. Ever!!!!) (10-15 min)
6. Last 5-10 minutes of class have a celebration/ceremony. Hand out certifications to students, congratulate them on a job well done, and encourage them to continue their Spanish study (tell about part 2 next semester!!!!)
7. Dismissal