

Sarah's Spanish School

Lesson Plans - 8-week Class

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 and months of the year.

Materials: a ball or stuffed animal and iPad or phone to play song (provided by teacher)

Lesson

The very first thing that needs to be done on day 1 is lay down the expectations for students. 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 (3 min)
3. Teach "*repitan*" (1 min)
4. Teach, "*me llamo*" and "*como te llamas*" (4 min)
5. Have them turn to three different friends and say "*me llamo*" + their name (1 min)
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)
7. Teach "*mucho gusto*". Do the same as above, but after they introduce themselves have all other students say "*Mucho gusto* _____ (plus their name)" (5 min)
8. Have the students "*Vengan aqui y formen un circulo*". Teach the "*esta aqui*" song. (8 min)
9. Days of week song (see video on website)
 - teach it by having them repeat line by line (put actions to days if you want to - that would be fun!)
 - translate it
 - sing it together, then repeating again (10 min)
10. Teach students "*que dia es hoy*" and have them answer "*hoy es* _____"
11. Have the students go back to their desks. 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)

12. Classroom commands. Tell students you will only be speaking Spanish for about 10 minutes and to do what you tell them to do if they understand it, but don’t speak English. (10 min)
 - Act out and say each command until they understand and do it
 - Circle back to past commands, add new, and have them JUST do the action.
levántense, siéntense, escuchen, hablen, caminen, paren, corran
13. Have them do and repeat these at the same time, and translate what they actually mean
14. Months song!!! (15 min)
 - Show on phone or iPad
 - Sing it with them and have them repeat
 - They don’t have to memorize ALL of them - you will review/sing in future weeks!
 - Once you’ve sang it a few times, you can ask about their birthdays and what month they are in (start in “enero” and keep going until Diciembre)
 - Encourage students to go home and listen to/memorize this song! (send it in your email to parents!)
15. Extra time? Add on other ways to describe how you’re feeling other than muy bien! (**mal, triste, feliz, fantastico...**)
16. Teach them how to say goodbye and/or see you later.

Words learned: Hola, buenas tardes, buenos días, buenas noches, está aquí, vamos a cantar, me llamo, cómo te llamas, mucho gusto, como estas, estoy bien, gracias, y tú, levántense, siéntense, escuchen, hablen, caminen, paren, corran, lunes, martes, miércoles, jueves, viernes, sábado, domingo, enero, febrero, marzo, abril, mayo, junio, julio, septiembre, octubre, noviembre, diciembre, meses

Class 2

Goals: I remember everything from last week. I know the colors in Spanish

Materials: Coloring sheet

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 “months” song (5 min)
4. Review - classroom commands, como estas, estoy, me llamo... anything from first class (5 min)
5. Colors introduction one at a time using colors around the classroom (10 min)
 - touch something that is RED, and have students repeat “ROJO” many times. Translate
 - touch something that is GREEN, and have students repeat “VERDE” many times...
 - repeat above for all colors

6. Levántense si estás llevando " game
 - Teach student how to play
 - 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...(10 min)
7. 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)
 - 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!(10 min)
8. 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)
9. 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 3

Goals: I know the colors in Spanish. I can recognize the names of animals in Spanish.

Materials: Animals flash cards

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 "months" song (5 min)
4. Review colors, let students show off their pictures if they did them!
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

Vocabulary: el perro, el gato, el pez, la tortuga, el pollo, el pato, el pájaro, el elefante, el león, la cebra, la jirafa, el oso, el tigre, el pingüino, el delfín, la mariposa, la vaca, el cerdo, el serpiente

Class 4

Goals: I can talk about animals in Spanish

Materials: Animals flash cards

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 "months" song (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. 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)
7. 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)
8. Lay out all animals. Ask the students questions in Spanish about the animals, and have them answer you out loud in Spanish. ACT OUT when you are talking for new words so they understand. Examples of questions are below, but you can make up your own, too! 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!
 - 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?
 - Este animal vive en el cielo (point to the sky) y come plantas.
 - 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 muy muy alto(10 min)
9. HOT SEAT game
 - have students form 2 lines, both front people facing each other. Lay all animal pictures out in front of them. Say one of the words in Spanish. Whoever slaps that animal first gets their team a point

- both students go to end of line
- Start again with new students in the "hot seat"
- (rest of time)

Vocabulary: el perro, el gato, el pez, la tortuga, el pollo, el pato, el pájaro, el elefante, el león, la cebra, la jirafa, el oso, el tigre, el pingüino, el delfín, la mariposa, la vaca, el cerdo, el serpiente

Class 5

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

Materials: Animals flashcards, weather worksheet

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 and say it (hace frío and act like it's cold)
 - Have them repeat and do motions 5-10 times per term
 - 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)
4. Circle a lot (do hace frío, then hace calor, then hace frío again, then hace calor, hace viento, hace frío, hace MUCHO frío, hace un poco frío... circle to all of them with actions to go with it)
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. 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 nubaldo?
 - en que mes hace mucho sol?
 - hace mas sol en diciembre o en junio?
 - en que mes hace fresco?
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. Optional if you have time: Group students in 2-4 depending on your class size. Tell students that they are going to travel to a new country with their group. They will need to know the following phrases to do this activity right - “estamos en” and weather phrases. Have each group go to a corner of the room and choose where they are at and what the weather is like. Then, go around and ask each group (while the rest listen) “Donde estan” and “Como esta el clima”. You can make this have more Spanish-input by asking them follow up questions in Spanish depending on their answers! (Oh, normalmente hace frio en Florida? Que pasa?! Es diciembre o mayo? Están de vacaciones? Te gusta Florida? Vives en Florida or vives en + their state?....)

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

Class 6

Goals: I can recognize clothing vocab in Spanish

Materials: Clothing 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. Review weather. Talk about the weather today (5-10 min)
4. Clothing introduction one at a time using clothes that kids are wearing (10 min)
- have them stand up, you say the word and point to it on you and have students repeat the word and the action (this should be with a lot of enthusiasm and energy)
- have the “guess” what it means (they should know, because they’re touching it on them!)
- Do this for as many words as you can, circle back to words often before adding more, have students repeat word and action. 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.
(5-10 min)
5. When you run out of things they are *actually* wearing, keep doing the same thing above with more new words but act out what it is that you’re saying (for example, chaqueta you

could pretend to put on a jacket. Gorra you could act like you have a hat one. Falda you could make the action as showing a skirt....) (10 min)

6. Repeat for the clothing words (see above) (5 more min)
7. Take out clothing flashcards. Review clothing words by going through each one and having them repeat after you in Spanish
8. You can stop and talk about some of them like the dress being pretty or ugly, asking their opinions, talking about the colors, te gusta? Me gusta! ... and repeat the new vocabulary clothing word a lot as you do this
9. If time - Levantense si llevas... (rest of time) Tell them what it means, and then have them do it and name out certain clothing pieces. Have them stand up if they are wearing that! This is a check for comprehension

Words learned: el zapato, la chancla/la sandalia, la gorra/el sombrero, los pantalones, los pantalones cortos, la falda, el vestido, la camisa, la camiseta, la sudadera, el traje de baño, las gafas del sol, las botas, los pijamas, el abrigo/la chaqueta, la joya, los mitones

Class 7

Goals: I can describe what I'm wearing in Spanish and what to wear during each season.

Materials: Clothing flashcards, tape, fly swatter (or something that can be used as one)

You can prepare for activity #4 BEFORE class if you'd like - tape clothing pictures all over 1 wall each about 5 inches apart.

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 clothing words. During the review, ask them questions about the color of the clothing words on the flashcard, using either/or questions, and put a lot of emphasis on the ending of the color word (rojA or blanca).. After doing this a few times, ask and see if students understand what you are doing. Have one of the students explain the best they can. Then go through various examples and ask if it would be "rojO or rojA or rojOS or rojAS". Explain that you have to make the endings match, and there are actually 4 ways to say almost each color! Also discuss the placement of the adjective/color and how it is different from English (10-15 min)

Also use this time to intro words (if you haven't already) largo, corto, feo, and bonito

4. GAME TIME - Matamoscas!!!

You will need tape. Tape clothing pictures all over 1 wall if you did not do this before class, about 5 inches apart scattered. Put the students into 2 teams. Each team sends up one representative (trade off, all students need a turn. They take the fly swatter from the teacher (if you don't have a fly swatter roll up a piece of paper and use that) and face their teams with their back to the wall of pictures. The teacher calls out a clothing word.

The students that are “up” turn around quickly and try to “swat” the word. First person to swat gets their team a point! If the student swats the wrong word they have to wait for the other team to swat before they can swat again. So fast is important but being right is better. Students hand the fly swatter to the next student. Keep track of points.

*** You can make this harder by just “describing” the word in Spanish (like, el lo que llevas en los ojos cuando hace mucho sol, or es lo que llevas en las piernas en el verano)... (15-20 min/rest of time)

Words learned: el zapato, la chancla/la sandalia, la gorra/el sombrero, los pantalones, los pantalones cortos, la falda, el vestido, la camisa, la camiseta, la sudadera, el traje de baño, las gafas del sol, las botas, los pijamas, el abrigo/la chaqueta, la joya, los mitones, largo, corto, feo, bonito

Class 8

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

Materials: Students will need paper and pencil/crayons, Clothing flashcards, animal flash cards, 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. Read the following sentences to students in Spanish and have them draw what you said on a piece of paper! You can speak them slowly and say them multiple times. Give them about 30 seconds minute per drawing.
 - La jirafa lleva un sombrero cafe
 - La tortuga lleva lentes de sol MUY grandes porque hace mucho sol.
 - El perro lleva los pijamas
 - El pingüino lleva un vestido azul
 - El cerdo lleva botas rojos porque está lloviendo.(10 min)
4. Once you get to number 5 and students are done drawing, you will go over all sentences. Use the PowerPoint!!!!!! During this time, let students share their own pictures with the class or with a friend.
(10 min)
5. Have students write/invent their own sentences! Let them share them and either have students draw them, have a partner draw them, or have someone draw it on the board.
(10 min)
6. KABOOM!!!!!! (Best. Game. Ever!!!!) (15 min)
7. 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!!!!)