

Lesson Activities—Year 6

Title:	Hurting All Over
Progress Indicators:	1.1 A Express basic needs.
Procedures:	<p>Activity #1: The teacher puts a paper/plastic skeleton on the board/wall. In a box or sack there are individual body parts. Student A pulls out a body part and says, “<i>el brazo</i>” or whatever body part he/she has taken from the box/sack.</p> <p>Student A then gives the body part to another student who goes to the large skeleton and places the part on the body saying, “<i>Me duele/n _____</i>” or “<i>Tengo dolor de _____</i> (name of body part).”</p> <p>Activity #2: The students are in groups of three or four and each group has a paper with a skeleton on it with different numbers on the body parts. Each group has a die and takes turns throwing it. Whatever number appears indicates the body part number. The student says, “<i>Me duele/n _____.</i>” or “<i>Tengo dolor de _____</i> (name of the body part indicated by the number).”</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> • Large skeleton • Individual body parts • Paper skeletons with body parts numbered • Dice

Lesson Activities—Year 6

Title:	Put My Body Together!
Progress Indicators:	1.1 A Express basic needs.
Procedures:	<p>The teacher hangs up 4 posters of an outline of a body torso and puts four piles of cutouts of all body parts in the front of the room.</p> <p>Four teams are lined up in front of each pile. The teacher then says a body part. The first person in the line of each of the four teams runs up to the pile, grabs the part, and attaches it to the body in the appropriate place.</p> <p>If the student does not pick up the correct body part, the next student in line can correct it but cannot add another part. The teacher says another part and the next in line picks it up and attaches it. The most accurate team wins.</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> • 4 posters of body torsos • 4 sets of cut-outs of body parts

Lesson Activities—Year 6

Title:	!Ay, qué dolor!
Progress Indicators:	<p>1.1 A Express basic needs. 1.2 C Read and respond to developmentally appropriate material. (The vocabulary in the story practices 1.1 A vocabulary.)</p>
Procedures:	<p>The students will be given a copy of the <i>¡Ay, qué dolor!</i> story to read and answer the questions.</p> <p>Answers: 1-b 2-c 3-a 4-b</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> • Classroom set of <i>¡Ay, qué dolor!</i> story

Lesson Activities—Year 6

¡Ay, qué dolor!

No estoy de buen humor porque voy al doctor Melendez a las tres. ¡Ay, qué dolor! ¿Por qué voy al doctor? Porque me duele la cabeza y la espalda. Y tengo dolor de estómago. ¡Ay, qué dolor!

¿Cómo voy al doctor? Voy en carro con mi mamá. ¡Ay, qué dolor!

En la consulta el doctor me pregunta, “¿Qué pasa, Jorge? ¿Cómo te sientes?”

“Me siento mal,” dice Jorge. “¡Ay, qué dolor!”

“¿Te duelen los brazos?”

“No.”

“¿Te duelen las piernas?”

“No.”

“¿Qué te duele?”

“Me duele la cabeza, la espalda y el estómago. ¿Necesito ir al hospital?”

“Creo que no,” dice el doctor. “Ven acá,” dice el doctor. El doctor me mira.

“¿Necesito medicina?” pregunta Jorge.

“Creo que sí,” dice el doctor, “pero en cuatro o cinco días vas a estar bien. No va a haber más dolor.”

Ahora estoy de buen humor porque en unos días no va a haber dolor.

CIRCLE THE LETTER OF THE CORRECT ANSWER

1-¿Cómo está Jorge?

- a-bien
- b-mal
- c-así así

2-¿Qué pasa con Jorge?

- a-Va al hospital.
- b-Le gusta el doctor.
- c-Tiene dolor.

3-¿Qué necesita Jorge?

- a-medicina
- b-su mamá
- c-el dolor

4-¿Qué le duele a Jorge?

- a-Le duelen los brazos.
- b-Le duele la cabeza,
la espalda y el estómago.
- c-Le duelen las piernas.

Lesson Activities—Year 6

Title:	We're Having a Class Party
Progress Indicators:	1.1 B Express basic courtesies.
Procedures:	<p>Students roleplay being at a class party. Students form groups of 6 to 8. One student in the group plays the role of the special guest. The other students in the group are the parent, friend, teacher, etc. At the signal of the teacher, group members begin introducing their parents, teachers, and friends to each other.</p> <p>If the class has a real party, the students can welcome the guests in Spanish in addition to introducing each other.</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> ● Food ● Decorations ● Nametags for party ● Invitations

Lesson Activities—Year 6

Title:	Introductions
Progress Indicators:	1.1 B Express basic courtesies.
Procedures:	<p>The students are in groups of four. Student A is the presenter, Student B is the dad or mom, Student C is the friend and Student D is the teacher. The students role play the following dialog:</p> <p>Student A introduces Student B and C to the teacher, Student D, by saying,</p> <p><i>“Quisiera presentarle a mi papá/mamá _____ y a mi amigo/amiga __.”</i></p> <p>Student D, the teacher says, <i>“Bienvenido/a”</i> and <i>“Mucho gusto.”</i></p> <p>Student B and C answer with <i>“Igualmente.”</i></p> <p>Students A, B and C pretend to leave and say, <i>“Hasta pronto.”</i></p> <p>Student D says, <i>“Nos vemos.”</i></p> <p>The students then rotate roles at least once.</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> • NA

Lesson Activities—Year 6

Title:	Changing Feelings
Progress Indicators:	1.1 C Express state of being.
Procedures:	<p>Activity #1: The students are in groups of three. Each group has a <i>Changing Feelings</i> activity sheet. Starting at the smiley face, each student takes turns rolling the die and moves a smiley face token the number of spaces indicated. When he/she lands on a space he/she must say the feeling expression indicated. If he/she lands on the “?” he/she must ask the question, “<i>¿Cómo estás?</i>” If he/she lands on the picture of an ill person, he/she should say, “<i>Me siento mal.</i>” The students keep moving around the sheet until they have landed on all six feeling expressions. The first person to say all six expressions wins.</p> <p>Activity #2: The students form two lines facing each other or they can work in pairs. Line A begins by saying, “<i>¿Cómo te sientes?</i>” “<i>¿Cómo te sientes?</i>” The person opposite them answers by holding up one of the flashcards representing the feelings and saying in Spanish the expression that is represented by the card. Line A then repeats the question and Line B responds repeating the Spanish expression. This is repeated for all the feeling expressions. Then the roles are reversed with Line B asking the question and Line A answering.</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> • <i>Changing Feelings</i> game board • Dice • Smiley face tokens • Set of feeling flashcards for each student

Lesson Activities—Year 6

Title:	Liking It or Not
Progress Indicators:	1.1 D Express likes and dislikes.
Procedures:	<p>Activity #1: The teacher has three students come to the front of the class. The teacher shows a flashcard of the verb to Student A who acts it out while smiling or frowning.</p> <p>Student B then says, “<i>Le gusta _____</i>” or “<i>No le gusta _____</i> (plus the verb).” Then Student A stands next to student B and they decide as a pair to like or not to like to do what the verb says. They smile or frown and say, “<i>Nos gusta _____</i>” or “<i>No nos gusta _____</i> (plus the verb).”</p> <p>The teacher says to the third student, Student C, “<i>¿Qué les gusta hacer?</i>” (What do they like to do? or “<i>¿Qué no les gusta hacer?</i>” (What don’t they like to do?) depending on whether A and B have smiled or frowned.</p> <p>Student C says, “<i>Les gusta _____</i>” or “<i>No les gusta _____</i> (plus the verb.)” The sequence is repeated with three other students and continued until all the verbs are acted out.</p> <p>Activity #2: After modeling for the class with several students, the students can work in groups of three to practice. The question “<i>¿Qué les gusta hacer?</i>” or “<i>¿Qué no les gusta hacer?</i>” can be given to each group or written on the board. The students should take turns in the groups of three being Student A, B, and C.</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> • Several sets of verb flashcards

Lesson Activities—Year 6

Title:	Pets or No Pets
Progress Indicators:	1.1 F Respond to one-on-one interactions.
Procedures:	<p>In a bag/box/sack the teacher has objects or pictures of the seven pets and one object or picture of an animal that would not be a pet. For a large class the teacher could have two or three pictures/objects of each pet.</p> <p>The teacher has the students, one at a time, pick an animal from the bag/box/sack and say to another student, <i>“Qué mascota tienes?”</i></p> <p>The student answers with <i>“Tengo _____</i> (name of the pet shown).”</p> <p>If the student shows an animal that is not a pet, the other student says, <i>“No tengo mascota.”</i></p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> • Stuffed animals or flashcards of pets

Lesson Activities—Year 6

Title:	Foods I Like
Progress Indicators:	1.1 F Respond to one-on-one interactions.
Procedures:	<p>Activity #1: Each student is given the <i>Foods I Like</i> activity sheet. The teacher tells the students to number the foods 1-10 in any order. (e.g. The first picture could be number 10 or number 2, etc.)</p> <p>The teacher then asks, “<i>¿Qué te gusta comer?</i>” and says a number. The teacher calls on various students one at a time and the students respond with “<i>Me gusta/n</i> _____ (name of the food/s).”</p> <p>Activity #2: Each student writes a list of 10 foods that he/she likes. Students get in pairs and ask the question of each other, “<i>¿Qué te gusta comer?</i>” The students ask the question 10 times of each other and compare the lists of foods to see how many they had in common that they liked.</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> • <i>Foods I Like</i> activity sheet for each student

Lesson Activities—Year 6

Title:	Sporting News
Progress Indicators:	1.1 F Respond to one-on-one interactions.
Procedures:	<p>Activity #1: The teacher makes a chart or draws a chart on the board that has a picture of each of the sports at the top.</p> <p>Each student is given one or more flashcards of the sports representing the sports vocabulary. The teacher holds up a sports flashcard and if the student has that flashcard, he/she comes to the board/chart and places the card below the picture represented. Then the teacher says to the student, “<i>¿Qué deporte te gusta?</i>”</p> <p>The student responds “<i>Me gusta</i> ___ (name of the sport).”</p> <p>The teacher continues until each student has placed his/her picture on the chart. The class then could count the number under each picture and/or make a graph.</p> <p>Activity #2: (Variation) The students have a chart in front of them and mark a check by each sport as the student says, “<i>Me gusta</i> _____.”</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> • Chart of sports • Sports flashcards

Lesson Activities—Year 6

Title:	Let's Measure It
Progress Indicators:	1.1 G Ask and answer simple questions.
Procedures:	<p>The students work in pairs. Each student is given a copy of the <i>Let's Measure It</i> activity sheet. Student A receives copy A and Student B receives copy B.</p> <p>Student A asks Student B, “¿Cuántos/Cuántas (pies/pulgadas etc.) hay?”</p> <p>Student B looks at his/her sheet and answers with “Hay ____ (the correct answer indicated by number of pictures on the sheet).”</p> <p>Then Student B asks the same question and Student A looks at his/her sheet and responds with the correct answer. The students take turns asking the question and responding for each of the measurements.</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> • Classroom set of the <i>Let's Measure It</i> sheet

Lesson Activities—Year 6

Title:	Pass It On
Progress Indicators:	1.1 H Make and respond to simple requests.
Procedures:	<p>The teacher has the class in a circle. The teacher gives a ball to a student and shows him/her a flashcard representing the sports vocabulary. The student then passes the ball to another student and says in Spanish the expression that is represented by the flashcard. (e.g. if the flashcard represents roll it, the student says, “<i>Ruédala.</i>”) The student receiving the ball then does what he/she has been told. (e.g. rolls it, passes it, catches it, kicks it etc.)</p> <p>Then the teacher continues the activity by showing the flashcard to each student, the student saying the expression and passes the ball, and another student does what he/she has been told.</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> • Balls • Set of sports flashcards

Lesson Activities—Year 6

Title:	Geographically Speaking
Progress Indicators:	<p>1.2 A Respond appropriately to directions, instructions, and commands.</p> <p>1.2 D Respond to speech of peers and familiar adults on a given topic.</p>
Procedures:	<p>Activity #1: The students are given a map of North and South America with places names indicated. The teacher then says,</p> <p><i>“Dime (el pueblo, el continente, etc.) que está (al norte, al sur etc.) de (place name).”</i></p> <p>The students can write the name on a piece of paper or orally respond to the teacher.</p> <p>The teacher then asks, <i>“¿Dónde está ____ (name of state or city)?”</i> and gestures to the left, right or over there.</p> <p>The student says, <i>“A la izquierda, a la derecha or por allá.”</i></p> <p>Activity #2: The teacher has a map of North and South America on an overhead/ a chalk board. The teacher says, <i>“Dime (la ciudad, el país, etc.) que está (al oeste, al este, etc.) de (place name).”</i></p> <p>A student comes to the map and says the name of the place while pointing to it. The student also says if the place is in <i>La América del Norte, La América Central, Sudamérica</i> or <i>los Estados Unidos</i>.</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> • Map of North and South America

Lesson Activities—Year 6

Title:	Problem Solving
Progress Indicators:	1.2 A Respond appropriately to directions, instructions, and commands.
Procedures:	<p>The teacher will give the students various math problems telling them to</p> <p style="padding-left: 40px;"><i>Suma __y __.</i></p> <p style="padding-left: 40px;"><i>Resta __de __.</i></p> <p style="padding-left: 40px;"><i>Multiplica __por __.</i></p> <p style="padding-left: 40px;"><i>Divide __entre __.</i></p> <p>The teacher asks for the result after each problem by saying, “<i>El resultado es _____.</i>” Some of the problems should be using the numbers in the hundreds.</p> <p>The teacher could use the same numbers and do all four functions. (e.g. 5, 10. “<i>Suma 5 y 10.</i>” “<i>Resta 5 de 10.</i>” “<i>Multiplica 5 por 10.</i>” “<i>Divide 10 entre 5.</i>” 300, 600 “<i>Suma 300 y 600.</i>” “<i>Resta 300 de 600.</i>”)</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> • NA

Lesson Activities—Year 6

Title:	Real Measures?
Progress Indicators:	<p>1.2 A Respond appropriately to directions, instructions, and commands.</p> <p>1.1 E Express agreement and disagreement.</p>
Procedures:	<p>Each student receives a <i>Real Measures?</i> activity sheet. Some students receive Sheet A and some Sheet B. Using the <i>Real Measures?</i> sheet, the teacher instructs the students to measure on their sheets the box in which each picture is located. When the students finish, the teacher asks, “<i>¿Mide (la carpeta, la regla etc.) (dos, tres etc.) pulgadas?</i>”</p> <p>If the measurement in the question agrees with the real measurement, the students say, “<i>Creo que sí.</i>” If the measurement doesn’t agree, the students say, “<i>Creo que no.</i>” (The teacher needs to make sure that the measurement in the question some times does not match the real measurement of the object pictured.)</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> • Class set of <i>Real Measures?</i> activity sheets • Class set of rulers

Lesson Activities—Year 6

Title:	Casi, Nada, Bueno												
Progress Indicators:	1.2 A Respond appropriately to directions, instructions, and commands.												
Procedures:	<p>This game is similar to <i>Mastermind</i>. The teacher thinks up a number between 100 and 999. Blanks are drawn on an overhead transparency or on the board. Students are called upon to guess what the number is. After a guess, the teacher indicates whether each numeral is correct (Bueno), close (Casi), or neither (Nada). The letter symbol (B, C, or N) is written under each numeral. Continue until all numerals are indicated as “Bueno.”</p> <p><i>Example:</i></p> <table style="margin-left: 40px;"> <tr> <td>Teacher’s number</td> <td style="text-align: center;">2 5 3</td> </tr> <tr> <td>Teacher writes</td> <td style="text-align: center;">— — —</td> </tr> <tr> <td>Student A guesses</td> <td style="text-align: center;">1 7 3</td> </tr> <tr> <td>Teacher writes</td> <td style="text-align: center;">C N B</td> </tr> <tr> <td>Student B guesses</td> <td style="text-align: center;">1 9 3</td> </tr> <tr> <td>Teacher writes</td> <td style="text-align: center;">B N B</td> </tr> </table> <p>This indicates that the “1” is within one number (Casi (C)), the “1” not close (Nada (N)), and the “3” is the number (Bueno (B)).</p> <p>Play continues until the students receive enough clues from the guesses that through the process of elimination, the students identify the teacher’s selected number--in this case, 253.</p>	Teacher’s number	2 5 3	Teacher writes	— — —	Student A guesses	1 7 3	Teacher writes	C N B	Student B guesses	1 9 3	Teacher writes	B N B
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Teacher writes	— — —												
Student A guesses	1 7 3												
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Student B guesses	1 9 3												
Teacher writes	B N B												
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> • NA 												

Lesson Activities—Year 6

Title:	Habiting Animals
Progress Indicators:	1.2 B Make an identification based on simple oral and/or written descriptors.
Procedures:	<p>Activity #1: The students will have a sheet with a drawing of a desert, a jungle, plains, a forest and a rain forest. The teacher then instructs the students to draw by saying, <i>“Dibuja una culebra larga, un pez pequeño, un venado grande etc.”</i> on a certain habitat.</p> <p>The teacher uses all the animals with an adjective describing the animal to be drawn. The teacher then shows an overhead of the correct animals in their correct habitats.</p> <p>Activity #2: The class is divided into two teams. They play a game similar to “Win, Lose or Draw.” Two students come to the front of the room to draw on the board.</p> <p>The teacher instructs them to draw an animal in a certain habitat. (e.g. <i>“Dibuja la rana grande en la selva.”</i>) The students try to be the first one done with the drawing. Points are awarded on correctness of the picture.</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> • Sheet with habitats

Lesson Activities—Year 6

Title:	Happenings
Progress Indicators:	1.2 C Read and respond to developmentally appropriate material.
Procedures:	<p>Each student receives a <i>Happenings</i> activity sheet A or B. The two different sheets are just to vary the answers. The students are given a few minutes to read the paragraph and the Spanish under each picture. Then the students complete the activity sheet.</p> <p>After the students have finished, the teacher asks several students, “¿<i>Qué pasa en el dibujo número</i> (1,2, etc.)?”</p> <p>The students read what they have written. The answers may be different as there are two sheets and, also, it is individual preference as to what mode of transportation they use though the answers should be realistic.</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> • Classroom set of the <i>Happenings</i> activity sheets

Lesson Activities—Year 6

Title:	Different Times
Progress Indicators:	1.2 D Respond to speech of peers and familiar adults on a given topic.
Procedures:	<p>The teacher has a sack/bag with a variety of paper watches with each watch showing a different time.</p> <p>The teacher calls a student forward and the student picks a watch from the sack/bag. The teacher says,</p> <p style="text-align: center;"><i>“¿Qué hora es?”</i></p> <p>The student tells the time in Spanish.</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> • Classroom set of watches

Lesson Activities—Year 6

Title:	Favorites
Progress Indicators:	1.2 D Respond to speech of peers and familiar adults on a given topic.
Procedures:	<p>Activity #1: The teacher asks each student the four questions,</p> <p style="text-align: center;"><i>¿Cuál es tu animal favorito?</i> <i>¿Cuál es tu deporte favorito?</i> <i>¿Cuál es tu comida favorita?</i> <i>¿Cuál es tu color favorito?</i></p> <p>Each student responds and a list is made on the board to show all the favorites.</p> <p>Activity #2: The students have a list of eight animals, six sports, six colors, and six foods in Spanish. The teacher has pictures of those animals, sports, colors and foods in an envelope.</p> <p>A student comes forward and pulls out a picture. The teacher says, <i>“¿Cuál es tu (animal, deporte, comida, color) favorito/a?”</i></p> <p>The student responds, <i>“Mi (animal, deporte, comida, color) favorito/a es _____.”</i> (depends on the picture drawn)</p> <p>The students at their desks mark which category word is mentioned. A graph or chart can then be made of which ones were the favorites.</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> • List of animals, sports, colors and foods for each student • Envelope with a variety of animal, sport, food and color pictures

Lesson Activities—Year 6

Title:	From Here to There
Progress Indicators:	1.2 E Identify aural, visual and context clues.
Procedures:	<p>Each student makes a 2 X 3 Bingo card, drawing a different means of transportation in each of the six spaces. Then each student picks out three means of transportation that they might use. The teacher calls one student to the front of the room and asks the student,</p> <p style="text-align: center;"><i>“¿ Cómo vas a la escuela?”</i></p> <p>The student says,</p> <p style="text-align: center;"><i>“Voy en _____(name of transportation)”</i> or <i>“Camino.”</i></p> <p>and acts out the sentence.</p> <p>The students should try to choose one of the three that they had picked out that nobody else has used but can repeat the transportation if necessary. The students at their desks look to see if they have that transportation drawn on their Bingo card. If they do, they mark it. Then another student comes forward and repeats the exercise. The activity is continued until someone has all six transportation words marked. The game can be repeated as many times as needed.</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> • Student drawn Bingo cards

Lesson Activities—Year 6

Title:	The Ending is Different																								
Progress Indicators:	1.2 E Identify aural, visual and context clues.																								
Procedures:	<p>The class is divided into two groups and a game is played like “Hangman.” The teacher puts blanks on the board that represent the number of letters in the word but includes the ending for each word. (e.g. _ _ _ <i>oso</i>; the word is <i>famoso</i>.) For each category of endings the teacher includes the ending on the board.</p> <p>The teams take turns asking for letters and then trying to guess the word.</p> <p>The teacher could then ask what the word means in English.</p> <p>Some words to be used:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><i>costoso</i>-costly</td> <td style="width: 50%;"><i>nación</i>-nation</td> </tr> <tr> <td><i>famoso</i>-famous</td> <td><i>conversación</i>-conversation</td> </tr> <tr> <td><i>fabuloso</i>-fabulous</td> <td><i>celebración</i>-celebration</td> </tr> <tr> <td><i>curioso</i>-curious</td> <td><i>investigación</i>-investigation</td> </tr> <tr> <td><i>delicioso</i>-delicious</td> <td><i>atención</i>-attention</td> </tr> <tr> <td> </td> <td></td> </tr> <tr> <td><i>la personalidad</i>-personality</td> <td><i>rápidamente</i>-quickly</td> </tr> <tr> <td><i>la universidad</i>-university</td> <td><i>exactamente</i>-exactly</td> </tr> <tr> <td><i>la ciudad</i>-city</td> <td style="text-align: right;"><i>sinceramente</i>-sinceramente</td> </tr> <tr> <td><i>la dificultad</i>-difficulty</td> <td><i>claramente</i>-clearly</td> </tr> <tr> <td><i>la sociedad</i>-society</td> <td><i>fácilmente</i>-easily</td> </tr> <tr> <td><i>la nacionalidad</i>-nationality</td> <td><i>legalmente</i>-legally</td> </tr> </table>	<i>costoso</i> -costly	<i>nación</i> -nation	<i>famoso</i> -famous	<i>conversación</i> -conversation	<i>fabuloso</i> -fabulous	<i>celebración</i> -celebration	<i>curioso</i> -curious	<i>investigación</i> -investigation	<i>delicioso</i> -delicious	<i>atención</i> -attention	 		<i>la personalidad</i> -personality	<i>rápidamente</i> -quickly	<i>la universidad</i> -university	<i>exactamente</i> -exactly	<i>la ciudad</i> -city	<i>sinceramente</i> -sinceramente	<i>la dificultad</i> -difficulty	<i>claramente</i> -clearly	<i>la sociedad</i> -society	<i>fácilmente</i> -easily	<i>la nacionalidad</i> -nationality	<i>legalmente</i> -legally
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<i>la universidad</i> -university	<i>exactamente</i> -exactly																								
<i>la ciudad</i> -city	<i>sinceramente</i> -sinceramente																								
<i>la dificultad</i> -difficulty	<i>claramente</i> -clearly																								
<i>la sociedad</i> -society	<i>fácilmente</i> -easily																								
<i>la nacionalidad</i> -nationality	<i>legalmente</i> -legally																								
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> • NA 																								

Lesson Activities—Year 6

Title:	Information Please
Progress Indicators:	1.2 F Comprehend and respond to simple personal written communications, such as notes, invitations, and letters.
Procedures:	<p>Activity #1: The students are given the <i>Information Please</i> activity sheet # 1 to complete.</p> <p>Activity #2: The teacher has an <i>Information Please</i> activity sheet #2 drawn on the board. Each student has his/her own copy of the <i>Information Please</i> sheet #2.</p> <p>A student comes forward and draws an expression from an envelope and reads the expression to the class. The students at their desks circle the item on the sheet that was just read. Then the student who has just read the expression goes to the board and circles the answer.</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> • Classroom sets of the <i>Information Please</i> activities #1 and #2 • An <i>Information Please</i> #2 form drawn/placed on the board

Lesson Activities—Year 6

Title:	Los Deportistas
Progress Indicators:	1.2 G Identify main ideas and key words in oral and written material.
Procedures:	Each student is given a copy of the <i>Los Deportistas</i> story and answers the two questions on the sheet.
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none">• A classroom set of the <i>Los Deportistas</i> story.

Lesson Activities—Year 6

Title:	<h3>Acting Out the Verbs</h3>
Progress Indicators:	1.3 A Give directions, commands, and instructions.
Procedures:	<p>The students are put into small groups, three or four. One student from each group comes forward and the teacher shows each of them the same flashcard representing the commands.</p> <p>Then each student returns to his/her group. When the teacher gives the clue to start, each student acts out the command for his/her group without saying anything.</p> <p>The group tries to say the correct expression in Spanish and the first group to say it correctly wins a point.</p> <p>The game continues for all five expressions and can be continued repeating the verbs.</p> <p>The game can be varied by showing a different flashcard to each student so each group has to say a different command.</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> • Classroom set of verb flashcards

Lesson Activities—Year 6

Title:	I Am Who I Am
Progress Indicators:	1.3 B Give a description orally and in writing using simple phrases.
Procedures:	<p>The teacher has several sets of the nationality, profession and country/city/state flashcards. The cards are separated into the three categories.</p> <p>A student comes forward and draws one from each separate stack. Using the flashcards as clues the student says, “<i>Soy</i> _____ (nationality),” “<i>Soy</i> _____(profession).” “<i>Soy de</i> _____(country, city, state).”</p> <p>The student then puts the cards at the bottom of the appropriate stack.</p> <p>The activity is repeated several times or until all class members have participated. Then the teacher gives each student one card from each stack and each student must write the three sentences in Spanish that correspond to the cards given to him/her.</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> • Several sets of flashcards for the three categories

Lesson Activities—Year 6

Title:	Letter Writing
Progress Indicators:	1.3 C Write a personal communication such as a note, letter or invitation.
Procedures:	Each student is given the <i>Letter Writing</i> activity sheet to fill out.
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none">• A classroom set of the <i>Letter Writing</i> activity sheets