

Lesson Activities—Year 4

Title:	<h3>Cool School Clues</h3>
Progress Indicators Assessed:	1.1 A Express basic needs. (places in school)
Procedures:	<p>Before the activity begins, choose the number of school locations to be used by dividing in half the number of students that you have in class. For example, for a class of 24, the teacher will choose only 12 locations. The same 12 locations will be used for each team. Next, the teacher needs to pre-mark the “Cool School Clues” grid by writing the name of one of the chosen school locations on the “<i>Yo estoy aquí</i>” line at the bottom of the grid. Remember to do two copies for each location so that each team will have the same locations used.</p> <p>The teacher will divide the class equally into two teams and provide each student with the “Cool School Clues” pre-marked grid. The students should fill in their names next to “<i>Me llamo</i>” at the bottom of the grid and read to see where they are located. Next, the students need to write in the names of the other team members in the “<i>Nombre</i>” column.</p> <p>The object of this whole-group activity is to be the first team to guess the location of each member of the opposing team. One team member at a time will ask an opposing team member a question following this pattern: “<i>Susana, ¿estás en la oficina?</i>” (Change the name of the person that is being questioned and change the name of the location as needed for each question). The opposing team member will answer with “<i>Sí</i>” or “<i>No</i>” depending on the pre-marked location at the bottom of his/her grid. Students will be utilizing the “process of elimination” as well as the opposing team members’ direct answers to determine the locations. All team members will be listening to and recording the opposing team members’ answers on their own sheets.</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> • “Cool School Clues” grid (one for each student) (Refer to the pre-activity section of the procedure.) • Pencils

Cool School Clues

¿Estás en...

Nombre									

Me llamo: _____

Yo estoy aquí: _____

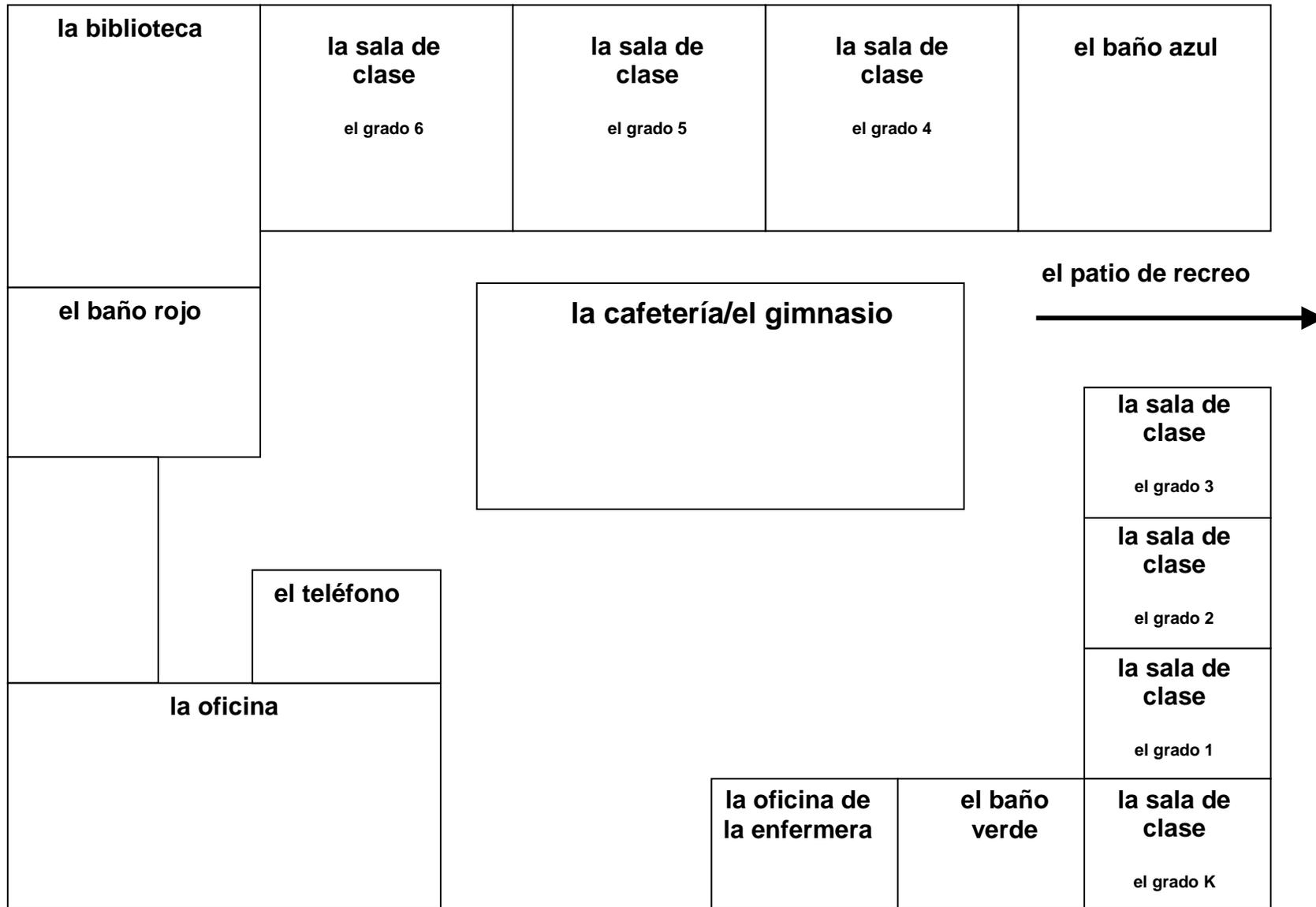
Lesson Activities—Year 4

Title:	School Charades
Progress Indicators Assessed:	1.1 A Express basic needs. (places in school)
Procedures:	<p>Students will individually act out different activities done during a day at school. The class has to guess where that student is located.</p> <p>e.g. jumping rope <i>(en el patio de recreo)</i> eating lunch <i>(en la cafetería)</i> reading a book <i>(en la biblioteca)</i></p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> • NA

Lesson Activities—Year 4

Title:	Where Are You Hiding, Carmen?
Progress Indicators Assessed:	1.1 A Express basic needs. (places in school)
Procedures:	<p>The teacher gives each student a laminated copy of the “You’re Getting Closer...” assessment map of a school. The teacher divides the students into pairs. Each pair sits back-to-back so that the partners cannot see each other’s papers. Student “A” will use a dry erase marker to mark the hiding place of “Carmen” in one of the rooms of the school. Student “B” tries to guess “Carmen’s” location by asking specific questions. Student “A” answers with “<i>Sí</i>” or “<i>No.</i>”</p> <p>Example:</p> <p>St. A: <i>¿Dónde está Carmen?</i> St. B: <i>Yo sé.</i> St. A: <i>¿Está cerca del gimnasio?</i> St. B: <i>Sí.</i> St. A: <i>¿Está a la derecha de la sala de clase grado 4?</i> St. B: <i>No.</i> St. A: <i>¿Está a la izquierda de la sala de clase grado 4?</i> St. B: <i>Sí.</i> St. A: <i>¿Está en la sala de clase grado 5?</i> St. B: <i>Sí.</i></p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> • “You’re Getting Closer...” laminated assessment maps (1 per student) • Dry erase markers and erasers (1 per pair)

You're Getting Closer...



La Escuela

LA ENTRADA

Lesson Activities—Year 4

Title:	Duelo
Progress Indicators Assessed:	1.2 A Respond appropriately to directions, instructions, commands. (numbers and commands)
Procedures:	<p>In advance, the teacher prepares 2 sets of large number cards from 1 to 9.</p> <p>The teacher first divides the class into two teams. One member from each team comes forward per “duel (<i>duelo</i>).” The teacher hands a set of the number cards to the member from each team. The students stand back to back with their set of number cards. Each student walks three steps away from each other according to the directions given, “<i>Caminen 3 pasos adelante.</i>” The teacher then says, “<i>Listos,</i>” and the students prepare their cards by making sure that the number is facing forward and is right side up. When the teacher says, “<i>Giren,</i>” the students turn around and show their numbers. The students look at each other’s numbers and give the sum. The team member who answers correctly first is awarded a point for his/her team. The next representatives from each team come forward and the play continues.</p> <p>Variations:</p> <ul style="list-style-type: none"> • Instead of awarding points to teams, the teacher may choose to award the number card to the team who answers correctly first. The team that collects the most cards wins. • Multiplication can be used instead of addition • May include numbers 10 and above
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> • Two sets of large number cards

Lesson Activities—Year 4

Title:	Listen to Your Teacher!
Progress Indicators Assessed:	1.2 A Respond appropriately to directions, instructions, and commands. (commands)
Procedures:	When applicable throughout the day, the teacher instructs the students to read by saying, “ <i>Lean, por favor,</i> ” to write by saying, “ <i>Escriban, por favor,</i> ” and to put their papers here by saying, “ <i>Pongan sus papeles aquí, por favor.</i> ”
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none">• NA

Lesson Activities—Year 4

Title:	<i>“Más o Menos”</i>
Progress Indicators Assessed:	1.2 A Respond appropriately to directions, instructions and commands. (numbers)
Procedures:	<p>The teacher jots down a number between 1 and 100 somewhere so that the students cannot read it. Students are called on individually to guess the number in Spanish. If the guess needs to be higher, the teacher says “<i>Más.</i>” If the guess needs to be lower, the teacher says “<i>Menos.</i>”</p> <p>Variation: Pairs or trios of students could do this activity at their seats. One student chooses a secret number while his/her partner(s) tries to guess what it is.</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none">• NA

Lesson Activities—Year 4

Title:	Pipe Cleaner Numbers
Progress Indicators Assessed:	1.2 A Respond appropriately to directions, instructions, and commands. (numbers)
Procedures:	The teacher gives each student a pipe cleaner and pairs up the students. The teacher says a two-digit number in Spanish. One of the students in the pair forms one of the digits in the number called while the other student in the pair forms the other digit. Once they have formed their digits, they hold up their number. The number needs to be in the correct order for the teacher to read and facing the right direction.
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none">• Pipe cleaners (one per student)

Lesson Activities—Year 4

Title:	Ready for Action Review
Progress Indicators Assessed:	1.2 A Respond appropriately to directions, instructions, and commands. (commands) (Years 1-4)
Procedures:	<p>The teacher gives series of commands, one after the other, for students to act out.</p> <p>For example:</p> <p style="text-align: center;"><i>Saquen sus libros. Abran sus libros. Lean sus libros. Cierren sus libros. Guarden sus libros. Saquen sus papeles. Saquen sus lápices. Escriban sus nombres, por favor. Guarden sus lápices. Pongan sus papeles aquí.</i></p> <p>Mix up the commands for an element of surprise and add in other commands from previous years' curriculum.</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> • NA

Lesson Activities—Year 4

Title:	<h3 style="margin: 0;">Who's Leading Whom?</h3>
Progress Indicators Assessed:	<p>1.2 A Respond appropriately to directions, instructions, and commands. (commands) (Years 2 and 4)</p> <p>1.1 H Make and respond to simple requests. (commands)</p>
Procedures:	<p>The teacher blindfolds two students who will follow each other around the room according to the directions that they are given. The rest of the class will give the directions in Spanish to the blindfolded students as to how to find a particular object that will be placed around the classroom.</p> <p>For example, the pair of blindfolded students are to find <i>una regla</i> (a ruler) that the teacher places somewhere in the classroom. The teacher will call on one student at a time by saying “(Name), <i>es tu turno.</i>” That student is to give one command leading the pair closer to the ruler’s location. Once the pair has completed the action, the student tells the pair “<i>Alto</i>” to get them to wait for the next command given by another student. The teacher continues to call on individual students to give the commands until the blindfolded pair has found the ruler.</p> <p>Commands to be given to the blindfolded pair are: “<i>Doblen a la derecha,</i>” “<i>Doblen a la izquierda,</i>” “<i>Continúen adelante,</i>” and “<i>Váyanse.</i>” The blindfolded pair should move slowly throughout the room. “<i>Más despacio</i>” and “<i>¡Cuidado!</i>” are two other commands that should be used when necessary.</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> ● Two blindfolds ● Ruler (or other classroom object)

Lesson Activities—Year 4

Lesson Activities—Year 4

Title:	<h3 style="margin: 0;">Create a Catalog</h3>
Progress Indicators Assessed:	<p>1.2 B Make an identification based on simple oral and/or written descriptors. (clothing) (Years 2 and 4)</p> <p>1.2 B Make an identification based on simple oral and/or written descriptors. (colors) (Years 1 and 2)</p> <p>1.2 B Make an identification based on simple oral and/or written descriptors. (adjectives) (Years 1 and 4)</p> <p>1.1 B Express basic courtesies. (name) (Year 2)</p> <p>1.1 F Respond to one-on-one interactions. (response) (Year 3)</p> <p>1.2 A Respond appropriately to directions, instructions, and commands. (numbers) (Years 1-3)</p> <p>1.3 A Give directions, commands, and instructions. (correspondence)</p>
Procedures:	<p>The teacher places students together in groups of three to create a clothing catalog. The students, in their groups, decide which 9 of the 11 clothing/accessory items to include and will assign three different items to each group member. The students should use a variety of colors and sizes as well. Each student will be accountable for creating three pages with one of their three items per page. Each page should have a visual of the clothing with a size and color description for the item.</p> <p>For example, Student A is assigned sandals, glasses, and sweater. If the student chooses his sandal page to include a picture of large blue sandals, the page would have a description of "<i>las sandalias grandes y azules.</i>"</p> <p>The teacher will collect all of the catalog pages, categorize the clothing and accessories by placing the like items together, number the pages, and bind them.</p> <p>Next, the students are to place their orders from the class catalog for 5 different items. Students will write the page number and item description for each item on their catalog order forms.</p> <p>The students then use their order forms to give their order in class. They will need to say their name, address, and telephone number. Phrases to be used include: "<i>Me llamo,</i>" "<i>Vivo en</i>" and "<i>Mi número de teléfono es.</i>" To order their items, the students need to say "<i>Yo quiero</i> (clothing and description), <i>página</i> (page number)" for each item.</p> <p>Variation: The students could create prices as well. This could become a math lesson by creating a graph showing the totals ordered for each item or by adding up the total of each order.</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> • White paper • Crayons/markers • Pencils • Catalog order forms (one per student) • Hole puncher • 3-Ring binder

Lesson Activities—Year 4

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Catálogo de ropa

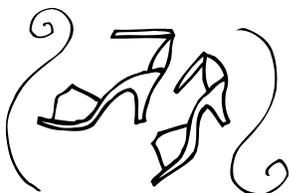


Ropa	Color	Talla (Size)	Página

Nombre _____

Dirección _____

Número de teléfono _____



Lesson Activities—Year 4

Title:	<h3>A Hang Up With Clothes</h3>												
Progress Indicators Assessed:	<p>1.2 B Make an identification based on simple oral and/or written descriptors. (clothing and adjectives)</p> <p>1.2 B Make an identification based on simple oral and/or written descriptors. (colors and adjectives) (Year 1)</p> <p>1.2 B Make an identification based on simple oral and/or written descriptors. (colors) (Year 2)</p>												
Procedures:	<p>The teacher should create the following visuals:</p> <table style="margin-left: 40px; border: none;"> <tr> <td>big mittens</td> <td>little mittens</td> </tr> <tr> <td>big cap</td> <td>little cap</td> </tr> <tr> <td>big glasses</td> <td>little glasses</td> </tr> <tr> <td>big sandals</td> <td>little sandals</td> </tr> <tr> <td>big sweater</td> <td>little sweater</td> </tr> <tr> <td>long scarf</td> <td>short scarf</td> </tr> </table> <p>Each item in the pairs of clothing and accessories should be colored a different color. After each pair of visuals is made, the teacher attaches the 6 pairs to 6 hangers with clothespins. The teacher hangs these up in the room prior to doing the activity.</p> <p>The teacher asks the class for the location of a type of clothing or accessory by saying, "<i>¿Dónde está/n</i> (clothing or accessory)?" The students point to the correct hanger. Then, the teacher asks the student which item is of a certain color or size. For example, if the teacher has a big red cap and a little purple cap, he/she could ask, "<i>¿Qué gorra es roja?</i>" to which the students respond with "<i>La gorra grande es roja.</i>" If the teacher has big green glasses and little yellow glasses, the teacher could ask, "<i>¿Qué gafas son pequeñas?</i>" The students would respond with, "<i>Las gafas amarillas son pequeñas.</i>"</p>	big mittens	little mittens	big cap	little cap	big glasses	little glasses	big sandals	little sandals	big sweater	little sweater	long scarf	short scarf
big mittens	little mittens												
big cap	little cap												
big glasses	little glasses												
big sandals	little sandals												
big sweater	little sweater												
long scarf	short scarf												
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> • Visuals of clothing and accessories (as listed above) • Six hangers • Clothespins • Sticky tack or tape (to attach the hangers to the board or walls) 												

Lesson Activities—Year 4

Title:	<i>Hot Topic: Geography</i>
Progress Indicators Assessed:	1.2 B Make an identification based on simple oral and/or written descriptors. (geography, adjectives, and adverbs) (Year 1)
Procedures:	<p>Prior to playing this "Hot Potato" activity, the teacher needs to make visual flashcards. The flashcards will contain two sets of pictures of the geographical terms in Year 4, 1.2 B. The pictures will be distinguished from each other by drawing/creating them with opposite characteristics as suggested in the examples below. One of the long/short river cards will have a line drawn through the long river so that the phrase depicted is "short river" (<i>el río corto</i>). The other long/short river card will have a line drawn through the short river so that the phrase depicted is "long river" (<i>el río largo</i>). The teacher should practice these phrases with the students so that they are familiar with the cards before playing the game.</p> <p style="padding-left: 40px;">Examples:</p> <ul style="list-style-type: none"> long river/short river big ocean/small ocean big lake/small lake tall mountain/short mountain flower near a tree/flower far from a tree a river above a mountain/a river below a mountain, etc. <p>Now, the teacher instructs the students to sit in a circle by saying, "<i>Siéntense en un círculo.</i>" The teacher chooses one vocabulary card for the students to identify the Spanish phrase that is depicted. The teacher hands the card to a student and begins playing music. The student passes the card clockwise around the circle. When the music stops, the student holding the card must identify the phrase for that card in Spanish. After a few times of repeating this activity with the first flashcard, the teacher chooses another flashcard from the deck for students to identify. That card is then added in to play with the first card. The teacher again plays the music. The flashcards are both passed around the circle until the music stops again. The students holding the cards must identify them in Spanish. Continue adding cards into play, possibly taking out the cards that the students are able to easily identify.</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> • Teacher-created index cards (as described above in the procedure) • Music or musical instrument (maraca, rain stick, castanets, etc.)

Lesson Activities—Year 4

Title:	Location Chant
Progress Indicators Assessed:	1.2 B Make an identification based on simple oral and/or written descriptors. (adjectives and adverbs of location)
Procedures:	<p>The teacher introduces the students to the location chant with actions.</p> <p style="text-align: center;"><i>Largo, corto,*</i> <i>alto, bajo,**</i> <i>cerca, lejos,***</i> <i>arriba, abajo.****</i></p> <p>*Hold arms straight out to the sides with hands indicating a long length, then move hands inward to show a shorter length. **Hold hand palm down to show a tall height and then a short height. ***Hold one hand close to the other, then move one hand to the side to indicate far away. ****Put both arms in the air and stand on tiptoes, then touch the ground with hands and crouch down to the ground.</p> <p>This is a peppy chant, so say it in a rhythm. Start slow, then increase the speed, seeing if students can keep up with saying and doing the actions. Change the tempo from slow to fast to slow again to keep everyone's attention.</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> • NA

Lesson Activities—Year 4

Title:	Map-Making
Progress Indicators Assessed:	<p>1.2 B Make an identification based on simple oral and/or written descriptors. (geography, adjectives, and adverbs) (adjectives for Year 1)</p> <p>1.2 A Respond appropriately to directions, instructions, and commands. (directions)</p>
Procedures:	<p>The teacher instructs the students to make their own flashcards of the twelve geographical terms: long river, short river, big ocean, small ocean, big lake, small lake, tall mountain, short mountain, tall tree, short tree, big flower, and small flower. The teacher will give directions in Spanish to the students as to how to arrange their flashcards on their desks in reference to each other.</p> <p>Examples:</p> <p style="padding-left: 40px;"><i>Pongan el lago pequeño cerca de la montaña alta.</i> (Put the small lake near the tall mountain.)</p> <p style="padding-left: 40px;"><i>Pongan el río corto arriba del lago grande.</i> (Put the short river above the large lake.)</p> <p style="padding-left: 40px;"><i>Pongan el océano grande a la izquierda del río largo.</i> (Put the large ocean to the left of the long river.)</p> <p>The teacher should also create his/her own transparency flashcards to use on the overhead projector so that he/she may demonstrate the correct placements to the class.</p> <p>To make this activity more challenging, the teacher can direct the students to manipulate more than one item at a time.</p> <p>After the students have made their maps, the teacher can ask the students to give the locations of the different geographical visuals. (e.g. <i>¿Dónde está el lago grande? Está a la derecha del río pequeño, Está abajo, or Está lejos del océano pequeño.</i>) The teacher may give choices of responses as prompts when necessary.</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> • Student-made flashcards (as described above) • Transparency flashcards • Overhead projector

Lesson Activities—Year 4

Title:	National Geography--LIVE!!
Progress Indicators Assessed:	1.2 B Make an identification based on simple oral and/or written descriptors. (geographic terms)
Procedures:	<p>Prior to the activity, the teacher creates two sets of cards in Spanish for various geographic sites in the United States. Suggestions include: <i>el río Misisipí, el río Missouri, el río Grande (el río Bravo), el océano Pacífico, el océano Atlántico, el lago Michigan, el lago Huron, el lago Erie, el lago Superior, el lago Ontario, las montañas Rockies, and las montañas Apalaches.</i> Lakes and rivers in the local area would also be appropriate to use.</p> <p>The teacher divides the class into two teams. The teacher gives each team a set of cards to distribute to each team member. The groups race against each other to create a human map of the United States as each person lies down, sits, or stands in the correct geographical location, showing his/her card. The first team to be in the correct positions wins the round. The teacher redistributes the cards among the team members so that each person has to find a different location in the next round.</p> <p>Variation: Instead of using the common and proper nouns for each location, use just the proper noun (<i>las Rockies, Superior, Missouri, etc.</i>) The students receive the cards and categorize themselves as “<i>lagos,</i>” “<i>montañas,</i>” “<i>ríos,</i>” or “<i>océanos.</i>” The students then have to form their human maps. Once in their geographic locations, the teacher can ask questions about their locations (near, far) and their descriptions (tall, short, long).</p> <p>*Any countries or continents being studied may be used.</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> • Double set of specific geographical cards (see description in the "Procedures" section).

Lesson Activities—Year 4

Title:	<h3>Shopping Spree</h3>
Progress Indicators Assessed:	1.2 B Make an identification based on simple oral and/or written descriptors. (clothing)
Procedures:	<p>The teacher divides the class into two groups - Group A and Group B. The teacher hands out the "Shopping Spree" partner practice activity sheet A to Group A and the "Shopping Spree" practice activity sheet B to Group B. Each group will look at the list of clothing items and choose 5 of the items to draw in his/her closet and color according to the descriptions given. The remaining 5 items are those articles of clothing the student needs to buy before school begins.</p> <p>Once the students have finished selecting, drawing and coloring their clothing, they begin playing the game by taking turns trying to guess what the partner has on his/her shopping list. (e.g. "<i>¿Necesitas</i> (name of clothing item)?") If the partner needs the item, he/she responds with "<i>Sí, necesito</i> (article of clothing)." If the item is in the closet and the student does not need to purchase it, he/she responds with "<i>No, no necesito</i> (item of clothing)." The students continue playing until both partners have guessed all 5 items on each other's shopping lists.</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> • "Shopping Spree" partner practice sheets (A and B)

Shopping Spree

Nombre _____

Fecha _____

Partner A

Mi armario

Yo quiero . . .

_____ el suéter rojo

_____ las botas negras

_____ el abrigo amarillo

_____ los jeans azules

_____ los mitones anaranjados

_____ la bufanda roja

_____ las sandalias de color café

_____ la camisa verde

_____ los zapatos negros

_____ el gorro anaranjado

Mi amigo/a:

_____ las gafas

_____ la bufanda azul

_____ la camisa rosada

_____ los zapatos rojos

_____ la camisa anaranjada

_____ el gorro verde

_____ el suéter morado

_____ los mitones verdes

_____ las botas azules

_____ los pantalones negros

Shopping Spree

Nombre _____

Fecha _____

Partner B

Mi armario

Yo quiero . . .

_____ las gafas

_____ la bufanda azul

_____ la camisa rosada

_____ los zapatos rojos

_____ la camisa anaranjada

_____ el gorro verde

_____ el suéter morado

_____ los mitones verdes

_____ las botas azules

_____ los pantalones negros

Mi amigo/a:

_____ el suéter rojo

_____ las botas negras

_____ el abrigo amarillo

_____ los jeans azules

_____ los mitones anaranjados

_____ la bufanda roja

_____ las sandalias de color café

_____ la camisa verde

_____ los zapatos negros

_____ el gorro anaranjado

Lesson Activities—Year 4

Title:	<i>"Me gusta"</i> Seasonal Activities Song
Progress Indicators Assessed:	<p>1.2 D Respond to speech of peers or familiar adults on a given topic. (seasons)</p> <p>1.1 D Express likes and dislikes. (<i>me gusta</i> and verbs) (Years 3 and 4)</p>
Procedures:	<p>The teacher introduces the "<i>Me gusta</i>" activities song sung to the tune of "Here We Go 'Round the Mulberry Bush."</p> <p><i>Me gusta leer, me gusta leer, me gusta leer, me gusta leer. Me gusta leer, me gusta leer, en la primavera.</i></p> <p>As the song is sung, the activity "<i>leer</i>" is changed as well as the season. Additional seasonal activities that are not part of the curriculum thus far include "<i>pescar</i>" (to fish), "<i>patinar</i>" (to skate), and "<i>esquiar</i>" (to ski).</p> <p>Prior to the activity that accompanies the song, the teacher should place one of the four seasons cards (word side) in each of the four corners of the classroom. To do the activity, the teacher holds up the word side of one of the activity cards (<i>nadar, comer, jugar, tomar/beber, cantar, dibujar</i>). The students sing the song, do the action according to the activity, and move to one of the designated season corners in the room. They must be at one of the season corners in the room, and the teacher must hold up one of the season visual cards before the "<i>en la _____</i>" part of the song is sung. The students who are standing in that season's corner have to sit down in the corner when that season's name is sung.</p> <p>Everyone then stands up after the song has finished and looks to the teacher to see what the next activity will be. They continue singing, doing the action, and choosing a corner to move to.</p> <p>Variation: The students who sit are "out." They must continue participating by singing and doing the actions in order for the teacher to call them "back in." Continue the activity until one student or a small group of students remains.</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> • Season flashcards (word side up), posted in the classroom's corners • Activity flashcards (word side up) • Season flashcards (visual side up)

Lesson Activities—Year 4

Title:	School Day Bingo
Progress Indicators Assessed:	1.2 D Respond to speech of peers and familiar adults on a given topic. (school subjects) (Years 3 and 4)
Procedures:	<p>The students are given individual bingo sheets with a 3 x 3 grid. (Mark the middle square as a free spot.) The students cut out the picture symbols for the school day activities and glue them onto the grid in any order desired. The students are also given bingo markers.</p> <p>To play, the teacher calls out the school subjects/activities randomly. Students place a marker in the corresponding squares. When a student gets three in a row, he/she yells out “<i>¡La escuela!</i>” The student calls back the school subjects for the teacher to check. As each subject is called, the teacher asks who teaches/supervises that particular class or activity by asking, “<i>¿Quién es tu maestro/a de (subject/activity)?</i>” To win the bingo, the student must answer the questions correctly with “<i>Mi maestro/a de (subject/activity) es el/la Sr./Sra./Srta.</i> (last name of teacher).”</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> • Individual “School Day Bingo” sheets • Scissors and glue • Bingo markers

Lesson Activities—Year 4

School Day Bingo

Lesson Activities—Year 4

Title:	‘Tis the Season
Progress Indicators Assessed:	<p>1.2 D Respond to speech of peers and familiar adults on a given topic. (seasons)</p> <p>1.1 F Respond to one-on-one interactions. (months) (Year 3)</p> <p>1.2 E Identify aural, visual, and context clues. (months) (Year 3)</p>
Procedures:	<p>The teacher begins with showing the season visuals to review the vocabulary while asking the question “<i>¿Cuál es la estación?</i>” The students respond with “<i>La estación es _____.</i>”</p> <p>Next, the teacher shows the class the visual flashcards representing the months and asks the question, “<i>¿Qué mes es?</i>” The students state the name of the month. The teacher then asks the question “<i>¿Cuál es la estación?</i>” The students respond with “<i>La estación es _____</i>” according to the month visuals.</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> • Month visuals • Season visuals

Lesson Activities—Year 4

Title:	Alphabet March Song
Progress Indicators Assessed:	1.2 E Identify aural, visual, and context clues. (ABC’s)
Procedures:	<p>Using the “Sing, Dance, Laugh, and Eat Tacos One” tape or CD, teach the class the alphabet march. (A chart showing the Hispanic alphabet would be very helpful to use.)</p> <p>After singing the song, have the students compare and contrast the Hispanic alphabet to our alphabet. The <i>Real Academia</i> (Royal Academy in Spain) no longer recognizes the letters “<i>ch</i>” and the “<i>ll</i>.” It also does not recognize the double “<i>r</i>” as a separate letter, but Central and South America do.</p> <p>This would also be a good time to show a Spanish-English dictionary and show students how to find translations.</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> • “Sing, Dance, Laugh, and Eat Tacos” tape or CD • Tape player or CD player • Optional: Hispanic alphabet chart and a Spanish-English dictionary

Lesson Activities—Year 4

Title:	<h3>Basic Wheel of Fortune</h3>
Progress Indicators Assessed:	1.2 E Identify aural, visual, and context clues. (ABC's)
Procedures:	<p>The teacher creates a “Wheel of Fortune” spinning wheel on a piece of oak tag. Besides dollar values on the wheel, spaces needed include: free spin—“<i>Giro gratis</i>,” lose a turn—“<i>Pierde tu turno</i>,” bankruptcy—“<i>Pierde tu dinero</i>,” and candy—“<i>Dulces</i>,” (unless you want to give away a trip or a car!).</p> <p>The teacher divides the class into three teams. The teacher selects one team to go first.</p> <ul style="list-style-type: none"> • A team has 10 seconds to choose whether to spin or solve the puzzle <u>and</u> to send up a representative. • If the team has chosen to spin, the representative has 10 seconds to spin and guess a letter (consonant or vowel). • If the letter is in the puzzle, the representative’s team wins the dollar amount spun on the wheel regardless of the frequency of that letter. The team may decide to solve the puzzle or send up a new representative to spin. (The 10-second rule still applies.) • If the letter guessed is not in the puzzle or has been previously guessed, that team’s turn is complete. • If the team has decided to solve the puzzle, the representative must read the puzzle aloud in Spanish with correct pronunciation. • If the pronunciation is correct, the team wins the amount earned in that round plus a dollar bonus. • If the pronunciation is not correct, the team’s turn is finished. • The other two teams do not keep their dollar amounts earned in that round once the puzzle has been solved. • Continue play. <p>Puzzle ideas:</p> <ul style="list-style-type: none"> • simple phrases or sentences from the curriculum • items within a category (3 colors, 3 animals, 3 family members, etc.) • a clue to solve (e.g. “<i>La capital de Nebraska</i>,” and the answer is “Lincoln”) <p>Suggestion: It works well to write out the puzzles in advance in a permanent marker on transparency sheets so that the puzzles are ready to go. When playing the game, the teacher then uses a vis-a-vis marker so that the sheets can be reused.</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> • “Wheel of Fortune” spinning wheel • Pre-made puzzles on transparencies • Overhead projector • Vis-a-vis pens

Lesson Activities—Year 4

Title:	<h3>Pictionary</h3>
Progress Indicators Assessed:	1.1 A, 1.1 G, 1.2 A, 1.2 B, 1.2 D, 1.2 E (actions, adjectives and adverbs, animals, body parts, clothing, emotions, family, food, months, school objects, and weather) (Years 1-4)
Procedures:	<p>The teacher pulls out the curriculum flashcards and places them in the eleven categories as indicated above.</p> <p>The teacher divides the class into two teams. One team member is elected to come up to the board as the artist to draw pictures for his/her team while the rest of the team members try to guess the vocabulary words as they are illustrated.</p> <p>The teacher will call out the category from which students will guess the vocabulary. The teacher shows the written word, one at a time, to the "artist" who then draws a picture of that word. If the "artist" does not know that word, then the teacher shows him/her the picture. The "artist" has one minute to draw as many items as possible for his/her team to guess. No more than five words will be given to one "artist."</p> <p>When time is up, two points are awarded to every picture that was correctly named in Spanish. One point per picture is taken away if the "artist" had to rely on that visual in order to draw it.</p> <p>Play continues with the other team sending up an "artist." The teacher will decide how many rounds to be played. Each round gets a new "artist" from each team.</p> <p>Variation: The teacher does not give out the name of the category. Words are chosen randomly from various categories instead.</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> • Curriculum flashcards (as listed above) • Easel, paper, and markers OR marker board and markers OR chalkboard and colored chalk

Lesson Activities—Year 4

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Title:	Piñata Hangman
Progress Indicators Assessed:	1.2 E Identify aural, visual, and context clues. (ABC's)
Procedures:	<p>Prior to playing “Hangman,” create multiple transparencies of the “Piñata Hangman” template with a different puzzle to solve on each. (Suggestion: Doing these on your computer before making the copies keeps the puzzles looking neat and keeps them reusable.)</p> <p>Choose a puzzle for the class to solve and place it on the overhead projector. Select students to call out a letter that they think is in the puzzle. If it is in the puzzle, write the letter in each of the blanks where it is found. If it is not in the puzzle, color in one triangle of the piñata star. Students try to solve the puzzle before the five triangles and the center of the piñata are colored in. Use a vis-a-vis pen to record the responses of the class so that the sheets can be reused.</p> <p>Variation: Divide the class into teams for a competition to see who can solve the puzzle first.</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> ● Puzzles on transparencies ● Overhead projector ● Vis-a-vis pen

Lesson Activities—Year 4

Title:	Roll Call
Progress Indicators Assessed:	1.2 E Identify aural, visual, and context clues. (ABC's)
Procedures:	<p>The teacher spells a student's name orally using the Hispanic alphabet. When that student recognizes his/her own name, that student stands up.</p> <p>Variation: After the student stands up, have him/her spell his/her last name in Spanish. The teacher may want to write the letters on the board or overhead as the student is spelling to give him/her instant feedback.</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none">• Class attendance sheet

Lesson Activities—Year 4

Title:	Spelling Bee
Progress Indicators Assessed:	1.2 E Identify aural, visual, and context clues. (ABC’s)
Procedures:	<p>Prior to the spelling bee, the teacher should pull out visual flashcards for previously learned vocabulary (preferably short or easy words). The teacher should also prepare a double set of letter flashcards with extra vowels and extra high frequency letters (similar to the idea of Scrabble tiles).</p> <p>The teacher divides the class into two teams. The teacher places a set of letter flashcards in the front of the room on a desk/table near each team. Each team sends up 3 students for each race. The teacher holds up a visual flashcard (e.g. a cat). Each team’s representatives race to spell the word “<i>gato</i>” using their letter flashcards. (They can hold them up in order or place them on a chalkboard tray.) The first team to spell it correctly first wins a point. Continue with a new set of team representatives for each race.</p>
Materials, Resources, Equipment Needed:	<ul style="list-style-type: none"> • Visual flashcards (previously learned vocabulary) • Double set of letter flashcards