



## Lesson Activities—Year 5

<b>Title:</b>	Excuse Me
<b>Progress Indicators:</b>	1.1B Express basic courtesies.
<b>Procedures:</b>	<p>Students get into groups of four. Using cards with the three different uses of “Excuse me,” Students A and B together draw one of the cards and act out which “Excuse me” situation it is. Students C and D guess which “Excuse me” phrase to use and say it out loud.</p> <p>Reverse roles.</p>
<b>Materials, Resources, Equipment Needed:</b>	<ul style="list-style-type: none"><li>• Card sets with the three words and contexts for “Excuse me.”—one set for each group of 4 in class</li></ul>

## Lesson Activities—Year 5

<b>Title:</b>	<p>Find your Corner, Find your Preference</p>
<b>Progress Indicators:</b>	<p>1.1D Express likes and dislikes. (daily activities)          1.1 E Express agreement and disagreement.          1.2 D Respond to speech of peers and familiar adults on a given topic. (daily activities)</p>
<b>Procedures:</b>	<p>The teacher selects two students to stand in opposite corners of the room, each with half a set of verb cards. The rest of the students stand up in the center of the room. The students in the corner show their first verbs. The class decides which verb they like more and go to the verb. The teacher asks individual students which they like more or what he/she wants to do, then asks, “And you.” “<i>Y tú?</i>”</p> <p>Teacher: Which do you like more, ___ or ___?  <i>¿Qué te gusta más, ___ o ___?</i></p> <p>OR</p> <p>Teacher: I want to _____. And you?  <i>Quiero _____. ¿Y tú?</i></p> <p>Student: I like _____ more.  <i>Me gusta más _____.</i></p> <p>OR</p> <p>I want to _____.  <i>Quiero _____.</i></p> <p>Continue the activity until all the verbs have been shown.</p>
<b>Materials, Resources, Equipment Needed:</b>	<ul style="list-style-type: none"> <li>• Cards with all the verbs listed from 1.1 D and 1.2 D</li> </ul>

## Lesson Activities—Year 5

<b>Title:</b>	Classroom Objects Revisited
<b>Progress Indicators:</b>	1.1 F Respond to one-on-one interactions. (classroom objects)
<b>Procedures:</b>	<p><b>Activity #1:</b> Students place on their desks at least 5 classroom objects from their backpack or student desk. In pairs, Student A takes something away without Student B seeing. Student B begins:</p> <p>Student B: What is there in your backpack? Student desk? <i>¿Qué hay en tu mochila?</i> <i>¿Pupitre?</i></p> <p>Student A: There are ____. <i>Hay ____.</i> (Says the 4 items there.)</p> <p style="text-align: right;">What’s missing? <i>¿Qué falta?</i></p> <p>Student B guesses which object is missing.</p> <p>The students repeat the activity by taking different items from the desk.</p> <p><b>Activity #2:</b> Students arrange the objects in various designs on the desk and asks,</p> <p><i>Example:</i></p> <p>Student A: What is there to the right of the calculator? <i>¿Qué hay a la derecha de la calculadora?</i></p> <p>Student B: There’s an eraser. <i>Hay una goma.</i></p> <p>The two students reverse roles.</p>
<b>Materials, Resources, Equipment Needed:</b>	<ul style="list-style-type: none"> <li>• Students’ classroom objects</li> </ul>

## Lesson Activities—Year 5

<b>Title:</b>	<b>Family Scrapbook</b>
<b>Progress Indicators:</b>	<p>1.1F Respond to one-on-one interactions. (family)</p> <p>1.2B Make an identification based on simple oral and/or written descriptors. (adjectives)</p>
<b>Procedures:</b>	<p>Students bring pictures of their families or others (like movie stars) they would like to have as family members. They create a “family scrapbook” with the pictures and write the names and some descriptive adjectives below each picture.</p> <p>I have an aunt Susie.      She is blond.  <i>Tengo una tía Susana.      Es rubia.</i></p> <p>Students in the group can ask questions like</p> <p>Do you have a cousin?      Who is athletic?  <i>¿Tienes un primo?      ¿Quién es atlético?</i></p> <p>Students do a carousel activity where they travel from group to group explaining their family to the other members of the group. First the “home” group explains their scrapbook to each other. Then the designated group members travel to 3 different groups when the teacher signals for them to change.</p> <p>(Carousel set-up: Form groups of 3 (“home” group). One group member goes to the right; one group member to the left; the third member stays at the same location.)</p>
<b>Materials, Resources, Equipment Needed:</b>	<ul style="list-style-type: none"> <li>• Paper and cover options for their scrapbook</li> <li>• Glue/Tape</li> <li>• Markers</li> <li>• Extra pictures of people from magazines, etc.</li> </ul>

## Lesson Activities—Year 5

<b>Title:</b>	Shopping at the Zoo
<b>Progress Indicators:</b>	1.1 G Ask and answer simple questions. (animals and money)
<b>Procedures:</b>	<p>Students are in a zoo gift shop and want to purchase some stuffed animals for gifts. In pairs, students role play being the store clerk and the shopper inquiring about the stuffed animals.</p> <p>Reverse roles.</p> <p><b>Variation:</b> Instead of the zoo, the students can shop at a school supply department (1.2 A), grocery store (1.2 E), or a game supply department (1.1 H).</p>
<b>Materials, Resources, Equipment Needed:</b>	<ul style="list-style-type: none"> <li>• Shopping at the Zoo—Directed Dialog</li> <li>• Visuals and/or stuffed native animals</li> <li>• Play money to represent pesos</li> </ul>

## Lesson Activities—Year 5

<b>Title:</b>	<h3>Shopping List</h3>
<b>Progress Indicators:</b>	<p>1.1 G Ask and answer simple questions. (expressing cost)</p> <p>1.1 H Make and respond to simple requests. (game vocabulary)</p> <p>1.2 A Respond appropriately to directions, instructions, and commands. (school objects)</p> <p>1.2 E Identify aural, visual, and context clues. (food words)</p>
<b>Procedures:</b>	<p>Students role play shopping for gifts for members of their family and friends using the “Gift List” provided. They must go to three store departments and purchase the items. Students must write down the item purchased, the cost, and name of the family/friend. Three students act as clerks but reverse roles half through the exercise.</p> <p><b>Math/Social Skills Follow-Up:</b> The students tell the class a sampling of what they purchased, for whom plus the cost. The teacher can have them form groups to discuss the activity results if desired.</p> <p>Students shop at a school supply department (1.2 A), grocery store (1.2 E), and a game supply department (1.1 H).</p>
<b>Materials, Resources, Equipment Needed:</b>	<ul style="list-style-type: none"> <li>• Gift List</li> <li>• Items from the 3 lists arranged on tables as if they were store shelves</li> <li>• Play money to represent pesos</li> </ul>

## Lesson Activities—Year 5

<b>Title:</b>	<b>Your Birthday is When??</b>
<b>Progress Indicators:</b>	1.1 G Ask and answer simple questions. (personal questions)
<b>Procedures:</b>	<p>Students each have a <i>Class Data Table</i> with five rows for students' names and four columns to fill in the name and answers to the questions below. The students go around the room asking at least five other students the following questions:</p> <p>                     What is your name?      <i>¿Cómo te llamas?</i>                      How old are you?      <i>¿Cuántos años tienes?</i>                      When is your birthday?      <i>¿Cuándo es tu cumpleaños?</i>                      Where do you live?      <i>¿Dónde vives?</i> </p> <p>The students write the answers to these questions in the correct column besides each person's name.</p> <p><b>Math Connection Follow-Up:</b> Make a class graph of the responses for the birth month. Each student can report his/her own information to the teacher who indicates on the graph the responses. To compare age, the teacher can tabulate the ages of the students, and then the class can figure out the pie chart percentages of the different ages of students.</p>
<b>Materials, Resources, Equipment Needed:</b>	<ul style="list-style-type: none"> <li>• Class Data Table handout</li> <li>• Class graph</li> <li>• Pie Chart</li> </ul>

## Lesson Activities—Year 5

<b>Title:</b>	<b>Let's Play Games</b>
<b>Progress Indicators:</b>	<p>1.1 H Make and respond to simple requests. (game vocabulary)</p> <p>1.1 A Express basic needs. (directions: left/right)</p>
<b>Procedures:</b>	<p><b>Activity #1:</b> The teacher gets out game boards, dice, tokens, etc. Students play the games in small groups, conversing totally in Spanish using the vocabulary from 1.1 H.</p> <p><b>Activity #2:</b> In small groups of 4-5, using a regular deck of playing cards, students play <i>Go Fish (Ve de pesca.)</i>.</p> <p><b>Instructions:</b></p> <p><b>Objective:</b> To get as many sets as possible: Set = 4 of a kind (like 4 queens). A player deals 7 cards with the rest face down in a pile. Player A asks other players if they have a certain card. If they do, the other player hands the card over. Player A asks another player for a card. When not successful, the player who was asked says, “Go Fish.” (<i>Ve de pesca.</i>) The unsuccessful player picks up a card from the deck. The person to his/her left continues with his/her turn. The person who has the most sets at the end of the game wins (when all sets have been laid down.)</p>
<b>Materials, Resources, Equipment Needed:</b>	<ul style="list-style-type: none"> <li>• Gameboard- <i>Las Direcciones</i>-From <i>IN-VISION Spanish Workbook: Los Animales de la Granja, Las Partes de la Escuela</i></li> <li>• Dice</li> <li>• Tokens</li> <li>• Scoresheets/Pencils</li> <li>• Deck of cards</li> </ul>

## Lesson Activities—Year 5

<b>Title:</b>	I have to Set the Table???
<b>Progress Indicators:</b>	1.2 A Respond appropriately to directions, instructions, and commands. (table setting)
<b>Procedures:</b>	Pairs of students have plastic silverware, cups, plates, glasses, napkins, and straws on top of their desks. The teacher tells the class to put the one of the items next to, under, on top of, or above another. Students get points for doing the correct command. The teacher repeats the commands several times.
<b>Materials, Resources, Equipment Needed:</b>	<ul style="list-style-type: none"><li>• Plastic silverware, cups, plates, glasses, napkins, straws (enough for half the class)</li></ul>

## Lesson Activities—Year 5

<b>Title:</b>	Give Them the School Supplies
<b>Progress Indicators:</b>	1.2 A Respond appropriately to directions, instructions, and commands. (classroom objects)
<b>Procedures:</b>	<p>The class is divided into groups of three. On the desks in front of each group are classroom objects. The teacher says a series of “give” commands using either <i>Dale</i> or <i>Dales</i>.</p> <p>The students take turns being the person who picks up the object and either gives it to both students in the group or to only one student in the group.</p>
<b>Materials, Resources, Equipment Needed:</b>	<ul style="list-style-type: none"><li>• Classroom objects from 1.2 A</li></ul>

## Lesson Activities—Year 5

<b>Title:</b>	<b>Can I Name the Object?</b>
<b>Progress Indicators:</b>	1.2 A Respond appropriately to directions, instructions, and commands. (classroom objects)
<b>Procedures:</b>	<p>Pairs of students A &amp; B, two at a time, go to where a classroom object is. Student A says to Student B, <i>Es una mesa</i>. (It is a table.)</p> <p>If it is a table, then Student B replies, <i>Sí, es una mesa</i>. (Yes, it is a table. If it is not a table, then Student B says, <i>No, no es una mesa. Es una ventana</i>. (No, it isn't a table. It is a window.)</p> <p>Pairs continue to go to objects and state true or false statements.</p>
<b>Materials, Resources, Equipment Needed:</b>	<ul style="list-style-type: none"> <li>• Classroom objects laid out around the room</li> </ul>

## Lesson Activities—Year 5

<b>Title:</b>	<b>Who is This?</b>
<b>Progress Indicators:</b>	<p>1.2 B Make an identification based on simple oral and/or written descriptors. (adjectives)</p> <p>1.1 F Respond to one-n-one interactions. (family members)</p>
<b>Procedures:</b>	<p>The teacher divides the students up into groups of 4. Each group has a set of pictures of various people with different hair color, characteristics, and sizes. The teacher calls out a descriptor; for example,</p> <p style="text-align: center;">Who is blond?                      or                      Which is ___?  <i>¿Quién es rubio?</i>    <i>¿Cuál es ___?</i></p> <p>Each group takes turns having one group member hold up the card of the person whose characteristic has been called.</p> <p>The teacher repeats the descriptions for two rounds.</p>
<b>Materials, Resources, Equipment Needed:</b>	<ul style="list-style-type: none"> <li>• Cards of people with characteristics—enough for one set per group of 4 in the class</li> </ul>

## Lesson Activities—Year 5

<b>Title:</b>	I Can Describe Better Than You Can
<b>Progress Indicators:</b>	1.2 B Make an identification based on simple oral and/or written descriptors. (adjectives)
<b>Procedures:</b>	<p>Each student draws a person according to the descriptors in 1.2 B. The students form pairs and take turns describing the characteristics of the person they have drawn.</p> <p>The student who is listening has to draw the person according to the description heard. After completing the drawing, the students compare their creations with the originals.</p>
<b>Materials, Resources, Equipment Needed:</b>	<ul style="list-style-type: none"><li>• Clean paper, 2 per student</li></ul>

## Lesson Activities—Year 5

	We are All Different
<b>Progress Indicators:</b>	1.2 B Make an identification based on simple oral and/or written descriptors. (adjectives) 1.1 F Respond to one-on-one interactions. (family members)
<b>Procedures:</b>	The teacher gives the student the <i>We are All Different</i> handout. In pairs, the students select one of the visuals to describe. The partner guesses which person is being described.  Students reverse roles.
<b>Materials, Resources, Equipment Needed:</b>	<ul style="list-style-type: none"><li>• <i>We are All Different</i> handout</li></ul>

## Lesson Activities—Year 5

<b>Title:</b>	<b>Story Mixup</b>
<b>Progress Indicators:</b>	<p>1.2 C Read and respond to developmentally appropriate material.</p> <p>1.2 G Identify main ideas and key words in oral and written material.</p>
<b>Procedures:</b>	<p>The teacher divides the class into groups, A and B. The two groups then read a story (Group A reads A version and Group B reads B version) given to them in sub-groups of 4.</p> <p>The teacher forms pairs of students, one from Group A and one from Group B. The students ask their partners the questions listed in the <i>Story Mixup</i> handout—</p> <p>Who is in the story?      <i>¿Quiénes están en el cuento?</i>  Where are they?          <i>¿Dónde están?</i>  When does it occurs?      <i>¿Cuándo ocurre?</i>  What is happening?        <i>¿Qué pasa?</i></p> <p>The students have to discover the differences by listening to their partners, record the information the <i>Story Analysis</i> sheet, and report back to the class.</p>
<b>Materials, Resources, Equipment Needed:</b>	<ul style="list-style-type: none"> <li>• Versions A and B of <i>Las Mascotas son Chistosas</i>—with questions listed (cut in half)</li> <li>• <i>Story Analysis</i> Sheet</li> </ul>

## Lesson Activities—Year 5

<b>Title:</b>	What Do You Do at Home?
<b>Progress Indicators:</b>	<p>1.2 D Respond to speech of peers and familiar adults on a given topic. (activities at home)</p> <p>1.1 D Express likes and dislikes. (verbs for typical activities)</p>
<b>Procedures:</b>	<p>The students get in three groups. The students take turns playing Charades, acting out one of the “What Do You Do at Home” phrases as well as the verbs listed in 1.1 D.</p>
<b>Materials, Resources, Equipment Needed:</b>	<ul style="list-style-type: none"> <li>• List of the vocabulary from 1.2 D and 1.1 D</li> </ul>

## Lesson Activities—Year 5

<b>Title:</b>	Where am I in Line?
<b>Progress Indicators:</b>	1.2 D Respond to speech of peers and familiar adults on a given topic. (ordinal numbers)
<b>Procedures:</b>	<p>The teacher lines ten students up in front of the class, indicating which student is at the beginning. The teacher passes out cards that have the ordinal numbers on them to students left at their desks and asks the students with the cards one-by-one to come up to the students in line, giving them the sign that corresponds to the position in the line. (First student gets <i>primero</i> sign, etc.)</p>
<b>Materials, Resources, Equipment Needed:</b>	<ul style="list-style-type: none"> <li>• Cards with ordinal number words written out in Spanish</li> </ul>

## Lesson Activities—Year 5

<b>Title:</b>	True or False
<b>Progress Indicators:</b>	<p>1.2 D Respond to speech of peers and familiar adults on a given topic. (questions about school)</p> <p>1.1 G Ask and answer simple questions. (personal questions)</p>
<b>Procedures:</b>	<p>Students prepare a list of six statements about the following:</p> <ul style="list-style-type: none"> <li>• Number of teachers (male and female) age</li> <li>• What grade in birthday</li> <li>• Number of classes where live</li> </ul> <p>Some of the statements the students should write as true, and some as false. The students get into groups and read their statements. The other students listen and hold up cards that say on one side--true (<i>verdad</i>) or on the other side--false (<i>falso</i>).</p>
<b>Materials, Resources, Equipment Needed:</b>	<ul style="list-style-type: none"> <li>• Worksheet with the phrases and blanks for students to fill in</li> <li>• Cards with <i>verdad</i> on one side and <i>falso</i> on the other for all students</li> </ul>

## Lesson Activities—Year 5

<b>Title:</b>	Touch the Food
<b>Progress Indicators:</b>	1.2 E Identify aural, visual, and context clues. (food)
<b>Procedures:</b>	<p>The teacher passes out to pairs of students a handout with pictures of all the foods listed in 1.2 E. The teacher says a command, asking the students to touch or point to a food pictured on the handout.</p> <p>The first student in the pair who touches or points correctly to the food visual on the handout gets a point.</p>
<b>Materials, Resources, Equipment Needed:</b>	<ul style="list-style-type: none"><li>• Handout with all the visuals of the foods</li></ul>

## Lesson Activities—Year 5

<b>Title:</b>	<b>Where's My Invitation?</b>
<b>Progress Indicators:</b>	<p>1.2 D Comprehend and respond to simple personal written communications, such as notes, invitations, and letters.</p> <p>1.3 C Write a personal communication such as a note, letter, or invitation.</p>
<b>Procedures:</b>	<p><b>Activity #1:</b> The teacher passes out invitations to the class. (Each invitation has an identical match in the group.) When the teacher indicates they can go, the students walk around the room describing what is on their invitation and finding their partner with the same invitation.</p> <p>When they find their partner, they need to go to the teacher and answer the questions (found in 1.2 D) about their invitation information.</p> <p><b>Activity #2:</b> The students write their own invitations using the outline provided. The teacher collects the invitations and passes them out so every student has a different one. The students have to go around the room asking each other for information on the invitations in order to find their own.</p>
<b>Materials, Resources, Equipment Needed:</b>	<ul style="list-style-type: none"> <li>• Pairs of written invitations (enough for the class)</li> <li>• Outline of an invitation</li> </ul>