

Suggested Lesson Plan Order

Please treat this syllabus as a rough guide and feel free to change according to your students' needs.

Please note: this document will be **updated** as we add more lesson plans to our website. Please be sure to return to <http://spanishkidstuff.com/lesson-plans.html> to get the latest version.

AGES 3-7:

	Lesson Plan	Objectives	Structures	Target Vocab
1.	Intro Lesson (Ages 3-7)	Greetings, names, follow simple instructions, identify and recognize 3 colors	"Hola", "¿Cuál es tu nombre", "Mi nombre es ...", "Adiós", "Dame ..."	rojo, azul, verde, flor, de pie, sentarse, manos arriba, manos abajo, saltar, correr, dar la vuelta, pase, toque
2.	Colors	Saying colors	"¿Qué color es?"	rojo, amarillo, rosado, verde, morado, anaranjado, azul, arco iris, manzanas, sol, flores, pasto, uvas, zanahorias, cielo
3.	Numbers 1-10	Counting numbers 1-10	"1-2-3-4-5-6-7-8-9-10".	1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10 , salta, date la vuelta, aplaude, pateo, menéate
4.	Fruit	Saying different fruit and talking about likes	"¿Qué fruta te gusta comer?", "Me gusta ...", "Me gusta mucho ...", "¿Qué fruta te gusta?"	manzanas, plátanos, naranjas, uvas, melones, piñas, limones, fresas, delicioso, puaj.
5.	Body	Saying different parts of the body	"¿Qué parte del cuerpo es esta?", "Toca tu ..."	cabeza, hombros, rodillas, pies, ojos, orejas, boca, nariz
6.	Shapes	Saying different shapes and face vocab	"¿Qué es esto?", "¿Cómo estás esta mañana?"	cuadrado, círculo, triángulo, rectángulo, ojos, orejas, nariz, cabeza, boca, cabello

7.	Farm Animals	Saying farm animals and animal noises	"¿Qué animal es?", "¿Qué sonidos hace?"	granja, vaca, mu, perro, guau, oveja, baa, pato, cuac, cerdo, oink
8.	Zoo Animals	Saying zoo animals and animal noises	"Vamos al ...", "¿Que veremos en ...?"	zoológico, león, elefante, mono, tigre, serpiente, aves
9.	Classroom Objects	Identifying and saying 5 different objects in the classroom	"¿Qué es esto?". "¿De qué color es esto?"	mesa, silla, estante de libros, puerta, ventana
10.	Our World	Talking about our world	"¿Qué es esto?", "¿Qué color es ...?"	cielo, tierra, sol, luna, estrellas, montaña, mar, río, nube, arco iris, lagos, campos, bosque, marrón, blanco, negro
11.	Feelings & Emotions	Talking about Feelings and Emotions	"¿Cómo te sientes cuando ...?", "¿Tú te sientes ... cuando ...?", "Cuando ... estoy / tengo ..."	feliz, triste, hambre, enojado, miedo, sueño, soleado, lluvioso, hora de almorzar, comer, delicioso, ruidoso, tormentoso, hora de acostarse, dormir, buenas noche
12.	Weather	Asking about and describing the weather	¿Qué tiempo hace?	está soleado, está lluvioso, hace viento, está nublado, está nevoso, hay niebla, hace calor, hace frío, mira afuera
13.	Vegetables	Talking about different vegetables	"Me gusta~", "No me gusta~"	granjero, granja, cultiva, zanahorias, papas, coles, cebollas, calabazas, maíz, rábano, lechuga, canasta, sabroso, delicioso
14.	Wheels on the Bus	Talking about travelling on the bus	"por la ciudad", "¡Siéntese por favor!"	autobús, ruedas, giran, ciudad, limpiaparabrisas, hacen tris, bocina, hace tut, puertas, se abren y cierran, bebés, hacen bua, chofer, siéntese
15.	Clothes	Talking about different clothes	"Vamos a Vestirnos", "Ponte tu ~", "Rápido, alístate", "Él/Ella está vistiendo ~"	camisa, pantalones, calcetines, chaqueta, zapatos, gorro
16.	Can - for Ability	- Talking about ability - Asking questions and answering with "can"	"¿Puedes...?", "Yo puedo", "¿Qué puedes hacer?"	saltar, correr, nadar, brincar, zapatear, darte la vuelta, volar, manejar bicicleta

17.	Directions: left / right / forward / back	Saying action verbs and directions: left, right, forward, back	"Salta a la izquierda, a la derecha, hacia adelante, hacia atrás "	izquierda, derecha, adelante, atrás, salta, date la vuelta, toca el suelo, voltea, siéntate, levántate, aplaude
18.	Classroom Stationery	Talking about classroom stationery and requesting things	"¿Qué hay en tu mochila?", "Traígaeme (el lápiz) por favor", "Póngalo/los en mi mochila", "¿Tienes mi/un (lápiz)?"	mochila, lápiz, pluma, libro, pegamento, crayones, regla, borrador, tijeras, cartuchera, engrapadora, sacapuntas, cinta adhesiva
19.	Likes & Dislikes	Talking about likes and dislikes for food	"Me gusta/ gustan ~", "No me gusta ~", "¡Qué peste!"	queso, chocolate, arroz, papas fritas, fresas, pan, helado, uvas, pasta, pizza, judías, comida, bebida, muy agradable, delicioso, puaj
20.	Family	Talking about different members of the family	"¿Quién es él/ella?", "¿Cómo estás?", "Estoy bien, gracias", "¡Hasta pronto!"	el padre, la madre, el hermano, la hermana, el abuelo, la abuela, la familia

AGES 8-14:

	Lesson Plan	Objectives	Structures	Target Vocab
1.	Intro Lesson (Ages 8-41)	Greetings, Asking & answering personal questions, using modal verbs for rules, Identifying different classroom stationery	"¿Cuál es tu nombre", "Mi nombre es...", "¿De dónde eres?", "¿Qué mascota tienes?", "¿Cuál es tu comida favorita/bebida/color?", "¿Cuántos hermanos y hermanas tienes?"	mascota, comida, bebida, color, hermano, hermana, puedo, no puedo, debo, no debo, pluma, lápiz, borrador, crayones, regla, engrapadora, grapas, pegamento, papel, carpeta, perforadora, sacapuntas, corrector, cinta adhesiva, cartuchera, marcadores, calculadora
2.	Days of the Week	Saying the days of the week	"¿Qué día es hoy?"	lunes, martes, miércoles, jueves, viernes, sábado, domingo
3.	Numbers 1-20	Counting up to 20	"1 - 20", "¿Cuántos.....?", "¿Qué número es este?"	1-2-3-4-5 -6-7-8-9-10-11-12-13-14-15-16-17-18-19-20
4.	Months of the Year	Saying the months of the year	"¿Qué mes es este?"	enero - diciembre
5.	Seasons	Talking about the four seasons	"Vamos a...", "En el/la (estación)"	primavera, verano, otoño, invierno, cálido, calor, fresco, frío, vamos a, merendar al campo, playa, paseo, nieve
6.	Pets & Possessions	Talking about different pets and possessions (using "Tengo ...")	"¿Tienes (alguna) ...?", "Tengo ...", "Sí, si tengo / No, no tengo"	mascotas, un perro, gatos, hámsters, conejos, peces dorados, ratón/ ratones, tortugas, loros, caballos, elefantes, 1-10
7.	Describing People	Describing people using adjectives	"¿Cómo es él/ ella?", "Cuéntame todo sobre él/ ella", "Él/Ella es/tiene"	alto, bajita, cabello largo, cabello corto, ojos castaños, ojos azules, cabello rubio, cabello negro
8.	Describing Things	Describing things with common adjectives	"Vamos a ver a ~", "¿Qué es eso?", "Es un/una (adjective)+(noun)"	grande, pequeño, largo, corto, gordo, delgado, rápido, lento, fuerte, débil, manzana, lápiz, gato, hombre, auto, oso, ratón, serpiente, hipopótamo, caballo, león

9.	Telling the Time	Telling and asking for the time	"¿Qué hora es?", "Por favor ¿Podrías decirme la hora?", "Es la una en punto", "Son las ... en punto"	reloj, en punto, hora
10.	Morning Routines	Saying morning routine verbs	"Es hora de ...", "Tengo que ..."	Buenos días, despertarse, levantarme, me lavo la cara, me cepillo el cabello, me visto, como mi desayuno, cepillo mis dientes, me pongo mis zapatos, ir a la escuela
11.	Subject Pronouns (I, you, he, she, we, they)	Using subject pronouns to practice saying how different people are feeling or acting	"¿Quién está/tiene ...?", "Yo estoy / tengo", "Tú estás/ tienes", "Él está/tiene", "Ella está/tiene", "Nosotros estamos/tenemos", "Ellos están/tienen", "Ellas están/tienen", "¿Quién está/tiene"	hoy, feliz, triste, hambre, silencioso, ruidoso, sueño
12.	Sports	Talking about playing different sports	"¿Qué Deportes Juegas?", "Yo juego" y "yo no juego", "Para jugar (al tenis), tienes que (golpear una pelota de tenis)."	deportes, juego, juegas, futbol, tenis, golf, baloncesto, beisbol, voleibol, rugby, bádminton, patear, golpear, lanzar, rebotar
13.	Adverbs	Saying actions with adverbs	"Vamos ~", "¿Qué haremos?"	correr, rápidamente, caminar, lentamente, saltar, alto, agacharnos, bajo, zapatear, fuertemente, andar de puntillas, silenciosamente, palmear nuestras cabezas, suavemente, aplaudir, fuerte
14.	Transport & Travel	- Identifying different transport vocab - Saying how you got to school	"¿Cómo Llegaste Aquí Hoy?" "Yo llegué aquí a pie / en ..."	a pie, autobús, bicicleta, auto, tren, barco, avión, cohete
15.	Places & Where We Live	Talking about where animals and people live	"¿Dónde vives?", "¿Donde vive (la vaca)?", "Vivo en ...", "Vive en ..."	pez, vaca, oso, camello, murciélago, pato, cabra, hipopótamo, mar, granja, bosque, desierto, cueva, lago, montaña, río, ciudad, pueblo, aldea, el campo
16.	Places in my Town	- Talking about places in your town - Using the present continuous with the structures "¿A dónde vas?" &	"¿A dónde vas?", "¿A dónde vas ahora?", "Voy a la/al/a las/a ~", "Aquí"	escuela, parque, tiendas, playa, casa de mi amigo, estación, zoológico, casa

		"Voy ~"		
17.	Jobs	Asking about jobs and saying 12 different jobs	"¿A qué te dedicas?", "Yo soy ...", "Mi trabajo ideal", "Quiero ser un / una ..."	granjero, conductor de autobús, médico, profesor, dentista, policía, cocinero, peluquero, enfermera, soldado, bombero, estudiante
18.	Health & Sickness	Talking and asking about health and sickness	"¿Qué pasa?", "¿Qué te ocurre?", "Tengo ..."	dolor de cabeza, tos, dolor de estómago, dolor garganta, moquea la nariz, dolor de oído, un resfriado
19.	Prepositions of Location	- Saying where things are using prepositions - Using singular and plural forms	"¿Dónde está/están ...?", "¿Está ...?", "¿Están ...?", "Está ...", "Están ..."	sobre, debajo, en, detrás, junto, delante, entre
20.	Present Continuous	Using the present continuous tense to talk about activities you are doing now	"¿Qué estás Haciendo?", "Yo estoy", "Él está", "Ella está", "Ellos/Ellas están"	corriendo, cocinando, comiendo, nadando, caminando, bebiendo, dibujando, durmiendo
21.	Past Tense Activities - Lesson 1	Talking about yesterday using past tense regular verbs	"¿Que hiciste ayer?", "Ayer, ..."	ayer, hoy, mañana, fantástico, gran, jugué con mis amigos, pinté un cuadro, caminé en el parque, vi televisión, salté en charcos, jugué un juego, pateé una pelota, bailé
22.	Past Tense Activities - Lesson 2	Talking about yesterday using past tense irregular verbs	"¿Qué hiciste ayer?" "Ayer ... (verbo)"	ayer, desperté, comí, tomé, fui canté, nadé, divertí, volví, monté, hice, puse, dormí, desayuno, leche, escuela, canción, piscina, casa, bicicleta, tarea, pijama, toda la noche.
23.	Past Tense Activities - Lesson 3	Saying the present and past forms of irregular verbs	"¿Qué hiciste ayer?", "Ayer ... (verbo)"	desperté, comí, tomé, fui, canté, nadé, divertí, volví, monté, hice, puse, dormí, di, escribí, leí, corrí.
24.	Measuring Parts of the Body	Measuring parts of the body using large numbers and adjectives to describe size	"Yo soy/ Tu eres.... cm de alto", "Yo/ Tu (cabello/brazos/ etc.) es/ son.... cm de largo", "¿Qué tan alto soy yo?", "¿Que tan largo es mi...?", "Soy/El/Ella es.... el/la más alta/o/ más baja/a", "Mi/Su..."	alto, bajo , largo , la más alta , la más baja , la más larga , centímetros (cm) , el pelo , los brazos, nariz , manos, piernas , pies

			cabello/brazos/etc/...es/son... los más largos/ lo más bajos"	
25.	Time Frequency - "How often ...?"	Using the present simple tense to say how often you do things	"¿Con qué frecuencia...?", "nunca", "una vez", "dos veces", "(3) veces", "todos los días", "a la semana", "al mes", "al año"	día, fecha, semana, mes, año, calendario, montar en bici, nadar, esquiar, tocar el piano, jugar (un deporte), hacer ballet, cortarse el pelo, leer un libro, comer (un bistec), bañarse, jugar un juego de mesa, ir al boliche, ir al cine, jugar videojuegos

Special Lesson Plans:

These can be dropped into your syllabus at the required time:

	Lesson Plan	Objectives	Structures	Target Vocab
	Christmas (Lesson Plans 1 & 2)	Recognize and identify 8 Christmas words and sing a Christmas carol	"¡Feliz Navidad!", "¿De que color es?", "¿Quién es este?", "¡Aquí estas!", "Gracias"	Santa, Rudolph, trineo, regalos, árbol de Navidad, decoraciones, pavo asado, pudín de Navidad
	Halloween	Talking about Halloween and popular Halloween characters	"¡Feliz Halloween!", "Mira hay ...", "Mira por la ventana", "¿Qué vamos a ver?", "Sal afuera, a la calle", "¿A quién vamos a encontrar?"	Halloween, fantasma, monstruo, bruja, gato negro, mago, momia, murciélago, zombi
	Easter	Recognize and identify 6 Easter words and 3 prepositions of location	"Felices Pascuas", "¿Dónde está el huevo de Pascua?", "Está dentro/sobre/debajo de (la taza)", "¿Te gusta...?", "Sí, me gusta", "No, no me gusta"	Huevo de Pascua, Conejo de Pascua, chocolate, canasta, orejas, cola

Using the Lesson Plans in class:

Each lesson plan can be **stretched over 2 to 4 lessons**, depending on the level and age of your students. By using lots of review activities, games, and worksheets each lesson plan can be lengthened to fit the learning speed of your students, allowing them the chance to fully practice the structures and vocabulary in the lesson plan.

Below are some examples of **how you can structure a single lesson plan to run smoothly over 2, 3 or 4 lessons**. For this example we will use the "Clothes Lesson Plan":

Teaching the "Clothes" Lesson Plan over 2 lessons (approx 50 mins to 1 hour per lesson):

Lesson Day 1:

Warm-up (see warm-up lesson plan):	Main lesson body:	Review Fun:	Alphabet, Spelling or Reading practice:	Review Fun:	Wrap-up (see wrap-up lesson plan):
<ol style="list-style-type: none"> Welcome students Name Tags Greetings Sing "La Canción del Hola" or a Review Song Talk about the weather Read a Classroom Reader again Homework check Do "Exercise Routine" activity Do a fun review activity from the previous lesson 	<ol style="list-style-type: none"> Introduce the clothes vocab Practice the clothing vocab with flashcards Play "Team Racing" 	Review a game, activity or song from a past lesson.	Dedicate part of your lesson to learning the alphabet, doing spelling exercises or doing reading activities - use worksheets from our site.	Review another game, activity or song from a past lesson.	<ol style="list-style-type: none"> Assign Homework Say Goodbye Sing "La Canción de Adiós" or a Review Song Do "Quick Check"
15 mins	15-20 mins	5 mins	10 mins	5 mins	5 mins

Lesson Day 2:

Warm-up (see warm-up lesson plan):	Main lesson body:	Review Fun:	Alphabet, Spelling or Reading practice:	Review Fun:	Wrap-up (see wrap-up lesson plan):
<ol style="list-style-type: none"> Welcome students Name Tags Greetings Sing "La Canción del Hola" or a Review Song Talk about the weather Read a Classroom Reader again Homework check Do "Exercise Routine" activity Do a fun review activity from the previous lesson 	<ol style="list-style-type: none"> Review clothes flashcards and play "Team Racing" again Sing "Let's Get Dressed" Read classroom reader "Let's Get Dressed" Do cut and paste craft sheets <p>(If time: Create a "Clothes Catalogue Scene")</p>	Review a game, activity or song from a past lesson.	Dedicate part of your lesson to learning the alphabet, doing spelling exercises or doing reading activities - use worksheets from our site.	Review another game, activity or song from a past lesson.	<ol style="list-style-type: none"> Assign Homework Say Goodbye Sing "La Canción de Adiós" or a Review Song Do "Quick Check"
15 mins	15-20 mins	5 mins	10 mins	5 mins	5 mins

Teaching the "Clothes" Lesson Plan over **3** lessons (approx 50 mins to 1 hour per lesson):

Lesson Day 1:

Warm-up (see warm-up lesson plan):	Main lesson body:	Review Fun:	Alphabet, Spelling or Reading practice:	Review Fun:	Wrap-up (see wrap-up lesson plan):
<ol style="list-style-type: none"> Welcome students Name Tags Greetings Sing "La Canción del Hola" or a Review Song Talk about the weather Read a Classroom Reader Homework check Do "Exercise Routine" activity Do a fun review activity from the previous lesson 	<ol style="list-style-type: none"> Introduce the clothes vocab Practice the clothing vocab with flashcards Play "Team Racing" 	Review a game, activity or song from a past lesson.	Dedicate part of your lesson to learning the alphabet, doing spelling exercises or doing reading activities - use worksheets from our site.	Review another game, activity or song from a past lesson.	<ol style="list-style-type: none"> Assign Homework Say Goodbye Sing "La Canción de Adiós" or a Review Song Do "Quick Check"
15 mins	15-20 mins	5 mins	10 mins	5 mins	5 mins

Lesson Day 2:

Warm-up (see warm-up lesson plan):	Main lesson body:	Review Fun:	Alphabet, Spelling or Reading practice:	Review Fun:	Wrap-up (see wrap-up lesson plan):
<ol style="list-style-type: none"> Welcome students Name Tags Greetings Sing "La Canción del Hola" or a Review Song Talk about the weather Read a Classroom Reader again Homework check Do "Exercise Routine" activity Do a fun review activity from the previous lesson 	<ol style="list-style-type: none"> Review clothes flashcards and play "Team Racing" again Sing "Let's Get Dressed" Read classroom reader "Let's Get Dressed" Do cut and paste craft sheets 	Review a game, activity or song from a past lesson.	Dedicate part of your lesson to learning the alphabet, doing spelling exercises or doing reading activities - use worksheets from our site.	Review another game, activity or song from a past lesson.	<ol style="list-style-type: none"> Assign Homework Say Goodbye Sing "La Canción de Adiós" or a Review Song Do "Quick Check"
15 mins	20-25 mins	5 mins	10 mins	5 mins	5 mins

Lesson Day 3:

Warm-up (see warm-up lesson plan):	Main lesson body:	Review Fun:	Alphabet, Spelling or Reading practice:	Review Fun:	Wrap-up (see wrap-up lesson plan):
<ol style="list-style-type: none"> 1. Welcome students 2. Name Tags 3. Greetings 4. Sing "La Canción del Hola" 5. Talk about the weather 6. Read a "Let's Get Dressed" again 7. Homework check 8. Do "Exercise Routine" activity 9. Review a game or activity from a past lesson. 	<ol style="list-style-type: none"> 1. Review clothes flashcards and play "Team Racing" again 2. Sing "Let's Get Dressed" again 3. Create a "Clothes Catalogue Scene" activity 	Review a game, activity or song from a past lesson.	Dedicate part of your lesson to learning the alphabet, doing spelling exercises or doing reading activities - use worksheets from our site.	Review another game, activity or song from a past lesson.	<ol style="list-style-type: none"> 1. Assign Homework 2. Say Goodbye 3. Sing "La Canción de Adiós" or a Review Song 4. Do "Quick Check"
15 mins	20 mins	5 mins	10 mins	5 mins	5 mins

Teaching the "Clothes" Lesson Plan over 4 lessons (approx 50 mins to 1 hour per lesson):

Lesson Day 1:

Warm-up (see warm-up lesson plan):	Main lesson body:	Review Fun:	Alphabet, Spelling or Reading practice:	Review Fun:	Wrap-up (see wrap-up lesson plan):
<ol style="list-style-type: none"> Welcome students Name Tags Greetings Sing "La Canción del Hola" or a Review Song Talk about the weather Read a Classroom Reader Homework check Do "Exercise Routine" activity Do a fun review activity from the previous lesson 	<ol style="list-style-type: none"> Introduce the clothes vocab Practice the clothing vocab with flashcards Play "Team Racing" 	Review a game, activity or song from a past lesson.	Dedicate part of your lesson to learning the alphabet, doing spelling exercises or doing reading activities - use worksheets from our site.	Review another game, activity or song from a past lesson.	<ol style="list-style-type: none"> Assign Homework Say Goodbye Sing "La Canción de Adiós" or a Review Song Do "Quick Check"
15 mins	15-20 mins	5 mins	10 mins	5 mins	5 mins

Lesson Day 2:

Warm-up (see warm-up lesson plan):	Main lesson body:	Review Fun:	Alphabet, Spelling or Reading practice:	*Free-time Fun:	Review Fun:	Wrap-up (see wrap-up lesson plan):
<ol style="list-style-type: none"> Welcome students Name Tags Greetings Sing "La Canción del Hola" or a Review Song Talk about the weather Read a Classroom Reader again Homework check Do "Exercise Routine" activity Review a game or activity from a past lesson. 	<ol style="list-style-type: none"> Review clothes flashcards and play "Team Racing" again Sing "Let's Get Dressed" 	Review a game, activity or song from a past lesson.	Dedicate part of your lesson to learning the alphabet, doing spelling exercises or doing reading activities - use worksheets from our site.	See notes below "Lesson Day 4".	Review another game, activity or song from a past lesson.	<ol style="list-style-type: none"> Assign Homework Say Goodbye Sing "La Canción de Adiós" or a Review Song Do "Quick Check"
15 mins	10-15 mins	5 mins	10 mins	10 mins	5 mins	5 mins

Lesson Day 3:

Warm-up (see warm-up lesson plan):	Main lesson body:	Review Fun:	Alphabet, Spelling or Reading practice:	Review Fun:	Wrap-up (see wrap-up lesson plan):
<ol style="list-style-type: none"> Welcome students Name Tags Greetings Sing "La Canción del Hola" Talk about the weather Read a "Let's Get Dressed" again Homework check Do "Exercise Routine" activity Review a game or activity from a past lesson. 	<ol style="list-style-type: none"> Review clothes flashcards and play "Team Racing" again Sing "Let's Get Dressed" again Read classroom reader "Let's Get Dressed" Do cut and paste craft sheets 	Review a game, activity or song from a past lesson.	Dedicate part of your lesson to learning the alphabet, doing spelling exercises or doing reading activities - use worksheets from our site.	Review another game, activity or song from a past lesson.	<ol style="list-style-type: none"> Assign Homework Say Goodbye Sing "La Canción de Adiós" or a Review Song Do "Quick Check"
15 mins	20-25 mins	5 mins	10 mins	5 mins	5 mins

Lesson Day 4

Warm-up (see warm-up lesson plan):	Main lesson body:	Review Fun:	Alphabet, Spelling or Reading practice:	Review Fun:	Wrap-up (see wrap-up lesson plan):
<ol style="list-style-type: none"> Welcome students Name Tags Greetings Sing "La Canción del Hola" Talk about the weather Read a "Let's Get Dressed" again Homework check Do "Exercise Routine" activity Review a game or activity from a past lesson. 	<ol style="list-style-type: none"> Review clothes flashcards and play "Team Racing" again Sing "Let's Get Dressed" again Create a "Clothes Catalogue Scene" activity 	Review a game, activity or song from a past lesson.	Dedicate part of your lesson to learning the alphabet, doing spelling exercises or doing reading activities - use worksheets from our site.	Review another game, activity or song from a past lesson.	<ol style="list-style-type: none"> Assign Homework Say Goodbye Sing "La Canción de Adiós" or a Review Song Do "Quick Check"
15 mins	20 mins	5 mins	10 mins	5 mins	5 mins

***Free-time Fun:**

Younger kids:

Put students into small groups and give each group different things to play with (e.g. paper and pencils, play-doh, building blocks, box of toys, puppets, etc.). As students are playing, circulate and join in, using Spanish to ask questions and chat.

Older Kids:

Do the "Post-box" activity: Have a "Post-box" in the classroom (a box with a letter hole). Assign students a pen friend (another student in their class or even from another class). Each week, have your students write and post a letter to each other and then reply (and post again). This is a really fun and meaningful writing activity.

- All flashcards, worksheets, craft sheets, readers and songs can be downloaded at spanishkidstuff.com/lesson-plans.html
- Free Lesson Plans are available at [spanishkidstuff.com /lesson-plans.html](http://spanishkidstuff.com/lesson-plans.html)

Please report any mistakes at <http://www.spanishkidstuff.com/contact.htm>

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