

## NUEVO BRAVO BRAVO ACTIVITIES 2

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[TITLE 1] Unidad 1: *Día del loro*

Teacher: Have students play the name game, where they will say their names and something they like. Example: *Me llamo Juan, y me gusta el chocolate*. Then the next student will introduce himself/herself and the student that were introduced before him/her. Example: *Hola, me llamo María, y me gusta el helado. El es Juan, y, le gusta el chocolate*. Repeat until all students have participated.

[TITLE 1] Unidad 2: *Día del perro*

Teacher: Assign each student a different type of animal, and its corresponding written description. Ask the student to read it to the class, and have the class try and guess what animal is being played. Example: *Yo soy pequeña,, vivo en la casa, y soy simpático*. Students will guess until they say *gato*. Repeat for all animals assigned.

[TITLE 1] Unidad 3: *Día de la tortuga*

Teacher: Have students ask their family members how old they are. Then ask them to write the ages on a piece of paper, and bring it the next day. Ask students to share the information with their peers. Example: *¿Cuántos años tiene tu padre? Mi padre tiene cuarenta años*. Have each student do this with five other students, and then ask them to determine the youngest and oldest family member of the group.

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[TITLE 1] Unidad 4: *Día del mono*

Teacher: Have a world map in front of the class, and give each student a piece of paper with a Spanish speaking country written on it. Have each student come up to the world map, and ask him/her where the country written on the piece of paper is located in the map. Example: *Soy de España*. Repeat for each Spanish speaking country/student.

[TITLE 1] Unidad 5: *Día de la abeja*

Teacher: Provide students with black and white copies of pictures of animals. Provide each student with crayons, and have them color the animal. Finally, ask them to write the name of the color in Spanish below the animal.

[TITLE 1] Unidad 6: *Día del loro*

Teacher: Provide students with index cards that are labeled with items in the classroom. Have students pair up and place the cards with tape on the items in the room. Then have them take another set of cards home, to place on their items in their bedrooms.

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[TITLE 1] Unidad 7: *Día del perro*

Teacher: On a posterboard have a diagram of a house and give students a card with a description in Spanish of things you do in a particular room. Example: *Duermo aquí*. Have a student read the card, and ask to the class: *¿Dónde estoy?* Repeat until you have had all rooms/students represented.

[TITLE 1] Unidad 8: *Día de la tortuga*

Teacher: On a posterboard draw a line down the middle. Label each side: *Quiero* and *Puedo*. Distribute verb cards to each student and, as you call on them, they will say if they can or want to do that verb activity. Example: *Quiero estudiar y puedo estudiar*. Then they will place it on the posterboard. If they can and want to do the activity they put it on the line that divides the categories.

[TITLE 1] Unidad 9: *Día del mono*

Teacher: In four large posterboards. place labels with the seasons (one for each posterboard): *Primavera*, *Verano*, *Otoño*, and *Invierno*. Ask students to bring in pictures about a specific weather, printed out from computer or drawn on paper, and have them label it with the weather depicted. Ask each student: *¿Qué tiempo hace?* Have them put their weather picture in the appropriate season posterboard.

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[TITLE 1] Unidad 10: *Día de la abeja*

Teacher: Provide pictures of everyday activities and have students describe what they have to do each day of the week. Ask them to place the picture on a piece of construction paper and label the day of the week. Then have students write: *Tengo que* (activity). Example: *Lunes: tengo que estudiar* (picture of student studying beside description).

[TITLE 1] Unidad 11: *Día del loro*

Teacher: Bring various assorted bags of candy, chocolates and/or foods. On paper plates label numbers 1–15 on the underside of the plate. Then place many items on some plates and a few on others. Have students form groups and pick a number (in Spanish) and the words *poco* or *mucho*. If their number picked matches the quantity of items on the plate, they get the plate full of goodies for their group. Encourage winning groups to share with non winning groups.

[TITLE 1] Unidad 12: *Día del perro*

Teacher: Divide students into two groups. Provide them with cutouts of parts of the body and have the first group write the word of the body part (in Spanish) on each cutout. Have the second group use a posterboard with an outline of a body and ask them to use a pencil to write where each body part would belong. Gather the two groups together, and ask each student to place their picture of body part where the label on the posterboard. Repeat and correct until the body parts are in the correct place.

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[TITLE 1] Unidad 13: *Día de la tortuga*

Teacher: Using the computer (and projector if available) use a search engine or news website to find pictures of people doing specific activities. Bookmark the pages or open a new window, until you find a variety of different activities. Gather the students around the computer or project the images onto the overhead screen, and ask them: *¿Qué está/están haciendo?* Have students make a list of the activities. Example: *Está jugando fútbol* or *Está leyendo*.

[TITLE 1] Unidad 14: *Día del mono*

Teacher: Have students divide into two groups and have one group design a menu of what they want for lunch. Have the second group use the computer to search for pictures of what they want for lunch, have them print them out and label them in Spanish. Bring the groups together, and use a posterboard to make two columns: one for the written menu and the second for the pictures.

[TITLE 1] Unidad 15: *Día de la abeja*

Teacher: Get a picture of a school and place it on a posterboard. Distribute different pictures and have students label them with the appropriate Spanish word. Ask students to place their pictures anywhere on the posterboard, and then ask them: *¿Dónde está el restaurante?* Repeat for all “place pictures” that have been distributed.