

## NUEVO BRAVO BRAVO ACTIVITIES 5

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[TITLE 1] Unidad 1: *Yo aquí, tú allí*

Teacher: Have students play the name game, where they will say their name and where they are from. Example: *Me llamo Juan, y soy de España.* Then, ask the next student to introduce himself/herself and then the student that was introduced before him/her. Example: *Hola, me llamo María y soy de Ecuador. El es Juan, es de España.* Repeat until all students have participated.

[TITLE 1] Unidad 2: *Agua va, agua viene*

Teacher: Have students use the Internet search engines and encyclopedias to research the importance of water conservation. Have them write a brief report and submit it by email or online, if available.

[TITLE 1] Unidad 3: *Deportes*

Teacher: Assign each student a Spanish speaking country where soccer (*fútbol*) is popular. Have students research on the Internet the teams in that country and have them pick a favorite. Then, ask students to print out flags or favorite players from the team and bring to class to share.

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[TITLE 1] Unidad 4: *Vecinos reales e imaginarios*

Teacher: Provide students with a form of an address book (in Spanish), such as *Nombre, Calle, Barrio, Ciudad, País, and código postal*. Have them fill it out with the appropriate information of their family members and friends. Also provide a space for birthdays. Have students create a word processing document to submit it by email or online submission.

[TITLE 1] Unidad 5: *El cuerpo humano*

Teacher: Using your hands point to different parts of your body while singing the words: *Cabeza, hombros, rodillas, pies, rodillas, pies*. Ask students to model your actions as you sing the song with them. Then try humming the tune of “Head, shoulders, knees, and toes” and have students sing on their own. After you have them complete this first part of the song, add in *Ojos, orejas, boca, and nariz*.

[TITLE 1] Unidad 6: *La nutrición*

Teacher: After covering information regarding *nutrición*, ask students to search the Internet and print out foods they think are good for health, and things that are not. Have them place their pictures on a posterboard and label each food in Spanish.

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[TITLE 1] Unidad 7: *Los mayas*

Teacher: Have students research Chichén Itzá and have them design a travel brochure in Spanish on why someone would want to visit this landmark. Make sure students write their pieces with tourists in mind and include pictures they may find on the Internet.

[TITLE 1] Unidad 8: *El reino animal*

Teacher: Assign each student a different type of animal (invertebrates, vertebrates and their groups) to play a guessing game. Ask them to write a description of the animal they will be playing. Then ask one student to read his/her description to the class, for the class to try and guess what animal is being played. (Example: *Yo soy pequeño, yo vivo en el mar*. Students will guess until they say *pez*.) Repeat for all animals assigned.

[TITLE 1] Unidad 9: *La salud*

Teacher: Have students think about what *medicina* (medicine) or remedy they usually take for when they fell sick. Then, have students go to the Internet and find pictures that show people not feeling well and pictures of a possible remedy for them to print them out. Finally, have students label the pictures in Spanish of the people with the possible illness (example: *la gripe*) and the picture of the possible remedy (example: *sopa de pollo*). Have them bring their pictures to class and place them on a posterboard.

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[TITLE 1] Unidad 10: *Las plantas*

Teacher: Give each student a different plant name and make two posterboards, with the following labels: *Desierto, Jardín*. Have students find pictures of the plants on the Internet and label them in Spanish. Then have them bring the plant pictures to class and place them on the appropriate posterboards. (Some plants may be able to go on both posterboards.)

[TITLE 1] Unidad 11: *Cuentos de abuelos*

Teacher: Have students bring pictures of their *abuelos* (grandparents) and write a description in Spanish of activities they do with their *abuelos*. Ask students to share their writings with the class. (Example: *Voy con mis abuelos al parque para jugar.*)

[TITLE 1] Unidad 12: *Héroes para siempre*

Teacher: Have students select a famous Spanish speaking hero from a list you will provide. Ask them to research this person on the Internet or encyclopedia. Then, have students write a brief report of their hero and submit it by email or electronically, if available.

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[TITLE 1] Unidad 13: *Impresiones de la naturaleza*

Teacher: Ask students to do research about our environment and natural resources. Have them use the Internet and/or encyclopedias to find details on pollution, deforestation and other environmental problems. Have them type a report and submit it by email or electronic submission.

[TITLE 1] Unidad 14: *Juegos y cuentos tradicionales*

Teacher: Have students research the royal family of Spain, and the monarchy. Have students use the Internet, and/or encyclopedias to gather information. Students will write a brief report and submit it by email or through online submission, if available.

[TITLE 1] Unidad 15: *Arte y estilo*

Teacher: Provide students with links to art galleries that are in Spanish speaking countries or feature Spanish art. Assign students to print out a description of an artist or a specific painting to bring to share with the class.