

Spanish 2 Reflection and activities:

[Calendar of what I was doing more or less](#) - You can tell when I lost steam and quit cataloging it here.

Weeks 1-4 - La persona especial - [See Powerpoint](#)

Warm up/daily powerpoint folders:

[Week 1](#), [Week 2](#), [Week 3](#), [Week 4](#), We started with **La persona especial**, which is an activity created by [Bryce Hedstrom](#). This was my first year using it. I thought it went well for my first try. Definitely can improve what I do with it though in the future.

Liked:

- The constant focus on él / ella was nice. I hadn't worked those words as well in previous years since the verb tells the story. It was a nice foundation for them with 1st, 2nd and 3rd person for 10 weeks!
 - This helped later in the year for my kids to really get that an "o" at the end of a verb meant I while the s meant "you" (in most cases).
- Of course I threw in some additional phrases like: "We already know" (Ya sabemos)
- I normally start the year off doing Ben Slavic's "Circling with Balls" activity which I can stretch out for awhile. I liked how we learned more about students with this though and they felt more special. I also liked having them model the yo form even on the first day with it because the answers were on the board.
- I liked incorporating, "How long have you ____ for" with present perfect and por.
 - Many kids could understand it even in year 1. So why wait until years 3 or 4 to expose them to present perfect?

Needs improvement:

- Some Spanish 2 kids complained to their parents; others liked how slow we were going. Spanish 2 is generally a mess to establish a baseline with so many different Spanish 1 experiences.
 - Find a way to ask more interesting questions maybe next time for Spanish 2 to review but ALSO add to their language base
- I ended up not actually finishing this with my classes unfortunately in Spanish 2 because I was under more curriculum (*cough* text book *cough) constraints than Spanish one. I had a LOT of vocabulary to cover from the book series *Descubre*. It was very vocabulary heavy and I did my best to prepare them for the final. But at the end of the day it was only

10% of their grade. And I prefer to teach over the long term and to constantly scaffold language and not just forget about an entire list of words simply because we are in the “next chapter” now. *That’s not how language should be taught in my humble opinion.*

Rest of Semester:

As explained, needed to expose them to a lot of words. I also noticed many of the Spanish words that they supposedly went over in Spanish 1 were not retrievable (or acquired) so I tended to have to go as slow as with Spanish 1. Which was fine. I have learned in my experiences how the textbook method generally doesn’t translate to a higher level in storytelling or a CI based classroom (and vice-versa).

- Next time: maybe go straight into storytelling in the first 5 weeks and go over the super 7
 - Rest of the year hit the sweet 16 and various tenses, etc.
- Maybe do *Persona Especial* once a week on shortened Wednesdays to learn about each other.

Check out the vocab lists I was locked into using [here](#).

This is nothing against my department at my school. They were wonderful, passionate teachers who also fought against the textbook too. But we had to use it district-wide and have assessments that aligned across the various schools in the district

We would still do *Persona Especial* Mondays until it lost steam and then we would do weekend chat. Experimented with Friday talk and then “iba a” (was going to [do something]) on Mondays.

**Disclaimer* Please excuse some of my story scripts for being so contrived. I tried to make them as fun and wacky as possible. But some of the vocab was stifling. I’ll try to do better next time around. ;-)*

Typical class format 1st semester (once we moved on from persona especial) - class time 50 minutes

1. Warm up (3-5 minutes) + go over really quick
2. Greeting
3. Talk about day (today is; yesterday was; tomorrow will be)
4. Talk about time (here; maybe ask what time it is in different places)
5. Tell/ask date
6. Ask them how they are doing; ask follow-up questions; report to class
7. Move onto weather report (PPT)

8. *During part of semester we also did a FASHION REPORT where I would talk about what people were wearing or ask who was wearing a certain item. It was my compromise to "cover" textbook vocab.*
9. My added bonus each day
 - a. Monday-Meme
 - b. Tuesday-joke
 - c. Wednesday-Miaucoles
 - d. Thursday-bunicomic
 - e. Friday-Fails
10. story; reading ; weekend chat; whatever else we were going to do
11. Exit quiz (if time during last 5 minutes)

Week 5

[Story 1 - el viaje](#) (super basic because it was the first TPRS story for pretty much all of them)

Week 6 & 7

[Movietalk + commercial Me Voy](#)

Argentinian commercial - super cute

I'd wanted to use this commercial for YEARS in class for something. It's super cute.

(see [blog post](#))

Weeks 8, 9 & 10 (shortened week)

[Story 2 - el descanso](#)

Weeks 11-12

[Story 3 - no sabía bailar \(aka "la discoteca"\)](#)

Weeks 13-14

[Story 4 - el dependiente](#)

Week 15 - (2 day week)

Mon - Persona Especial / Weekend Chat

Tues - Vacation plans (ir a + inf)

Week 16 - (post-Thanksgiving)

[Story 5 - el viernes negro](#)

Week 17 -

[Story 6 - el probador](#)

Weeks 18-19

[Movietalk - Dressing Room prank](#)

See blog post ["shopping infidelity"](#)

Semester 2:

Typically did weekend chat on Monday (past) and if possible weekend plans on Friday (future)

But they also earned time for games on Friday via PAT (Preferred Activity Time) which might include review of things we were going over, or just silly games in TL.

Week 1 -

Reviewed Vacation

Talked about weekend

Week 2 -

[Cuento 7 - Movietalk - sketchy blues](#)

Week 3 -

[Cuento 8 - Commercial - mi toalla, su toalla](#)

Weeks 4

Seems like my classes wanted to hear about Julia's birthday party because I didn't talk about my personal life much but ALWAYS listened to theirs. And it was an opportunity for me to be real with them about my life in TL (thus most bought in).

[Cuento 8.5 - mr bean getting ready for dentist movietalk](#)

Weeks - 5 -

[Cuento 9 - la cama mojada](#)

At this point in semester, I was burned out, fried and just used the same thing from Spanish 1, but tweaked the language to also cover things from their vocab list. So up until ALMA, I just used the same activities with modified language.

Week 6 -

[Cuento 10 - Alma pre-story](#)

Week 7 -

[Cuento 11 - el muñeco viviente](#)

Week 8 -

[Cuento 12 - Alma \(movietalk\)](#)

Week 9 -

[Cuento 13 - fake id](#)

I got this idea from a commercial I wrote for my Spanish 3 class back when I was in HS.

Week 10 -

[Cuento 14 - el brócoli y la fiesta](#)

See [blog post](#)

Week 11 -

Class had to do district wide research project on clothing in other countries.

Week 12 - 13

[Cuento 15 - el nazi de Sopa \(de Tripp Scripts\)](#)

Week 14 -

[Cuento 16 - sigue comiendo](#)

Weeks 15 & 16, - (due to block scheduling)

[Cuento 17 - la cita \(movietalk\)](#)

Week 17 -

[Cuento 18 - Movietalk - Peanut Butter Lips](#)

Weeks 18-19 -

[Cuento 19 - el bebé sigue llorando](#)

Also was using songs for warmups for Spanish 2 during second semester with various activities.

Final comments:

All in all, a good year. Next year will be better. Students overall enjoyed class and I got a lot of positive feedback throughout the year. They were a little nervous about me at the beginning of the year but I think I won over most of them in Spanish 2 by the end of the year! ;-)

Extra goodies:

I loved using passwords this year!

[Here's the list](#) I used this year. Way better than last year. But next time might need to do a 2 week rotation for some of them. By the end of the year I found that helped them last longer. Thanks for the idea from Bryce Hedstrom and Alina Filipescu.

And check out my [warm up templates](#) if you use Google docs

Check out my [memes](#) this year

Check out my [jokes](#) this year

Check out my [miaucoles](#) this year

Check out my [comics](#) this year

& check out my [fails](#) this year