

¡Hola! Bonjour! Buongiorno! Konnichiwa! Annyeonghaseyo! My name is Janina Klimas. I have a BA in Theater Arts and Foreign Languages, and an MA in the Teaching of Languages. I'm a certified and experienced Spanish teacher for elementary school, elementary immersion, secondary school, AP Spanish Language and Culture, and AP Spanish Literature. I studied in Spain for seven summers and one autumn and completed my MA there. I'm the author of [\*Building Proficiency for World Language Learners: 100+ High-Interest Activities\*](#) (Routledge 2024).

I hold certifications in Spanish, English, French, Language Immersion, Drama, Secondary English, Speech, Video Production, Reading, ESL, Gifted Education, Kindergarten, and Social Studies. I've lived abroad in Spain, the UK, France, Japan, and South Korea.

I travel whenever I can. I've studied in Spain and France and lived in Japan and Seoul, where I was an English instructor at Sejong University. I've also traveled to Hungary, Denmark, Portugal, Poland, Romania, Morocco, Thailand, Dubai, Germany, Belgium, Mexico, the Czech Republic, Malaysia, Greece, Italy, Singapore, China, and Sweden. I love learning new things, collecting realia and photos, and gathering authentic language from native speakers in the places I visit. Much of my inspiration and materials come from being abroad and designing ways to help people communicate effectively in real-world situations in world languages.

## **Introduction**

I believe we often make language learning more complicated than it needs to be. Too often, beginners are given large chunks of written material instead of being immersed in the language. While many of us may have enjoyed traditional language classes, true learning happens when students actively use the language in meaningful ways. We can't always send students abroad, but we can create classrooms where they use the language extensively—and have fun doing it.

These materials grew out of my experience teaching language learners from kindergarten through university. I saw the need for fun, immersive activities that meet beginners where they are. The [\*lessons in this course framework\*](#) can be used in many settings: as a supplement to an elementary program, an immersion or exploratory course, a Spanish 1 class, or even as a stand-alone conversational course. The resource includes 45 days of adaptable lessons – the number of classes I gave each semester at the university as I developed core beginning language courses early in my career. This was also iterated to fit the daily lessons for the

language immersion school I directed when university classes were not in session. The 45 days can be done as blocks or done over more time for shorter class periods.

Chances are, you already have your own go-to materials for many of these topics. My hope is that you and your students will enjoy and benefit from what I've created.

At the start of the course, the lessons emphasize routines and transitions. This is intentional—novice learners need time with words and phrases before moving into longer communication. As students grow more comfortable, classroom routines naturally become quicker and more efficient. These lessons also work well as a supplement for any Level 1 secondary course. By investing in routine-building language early, you can skip ahead when needed and revisit sections in more depth later. Many of the projects also make excellent sub plans.

Early in my career, I learned from Harry Wong, who emphasized the power of routines and procedures. That insight shaped how I designed these lessons: language is taught through clear, consistent routines that make immersion fun and effective. He also reminded teachers that while great teaching requires giving part of yourself, it's equally important to have a life. My approach: after the school year ends, I create ready-to-go lessons—coffee in hand, laptop open—so I can relax knowing I've prepared a resource that will save me (and you) time during the school year.

## Lessons Overview (1-45)

### Lesson 1

**Objectives:** Interpretive mode: greetings, calendar, Pledge of Allegiance, emotions, meeting & greeting, classroom commands & routines.

**Steps:**

1. Greet class.
2. Take attendance (teach: *ausente, presente, aquí, no aquí*). Assign Spanish names where appropriate.
3. Teach *muchachos / muchachas*.
4. Practice *levántense / siéntense* (introduce gender concept).

5. Pledge + apply commands.
6. Calendar routine: days, dates, numbers, months, seasons, weather; build toward speaking.
7. Greetings slideshow (activities available in the bundle).
8. Apply with sound effects (e.g., rooster for morning).
9. Dialogue practice in motion (pairs/whole class).
10. Routines: *¿Puedo ir al baño? ¿Puedo tomar agua? ¿Puedo ir a la clínica?* Put up signs and role-play.
11. Introduce *fútbol* vs. *fútbol americano*; yellow/red cards for behavior practice.
12. Strict note-taking of target phrases (list as provided).  
Take leave: **Adiós**.  
Notes:

## Lesson 2

**Objective:** Continue interpretive skills; add Spanish-speaking world.

**Highlights:** Attendance, pledge, greetings (*¿Cómo estás?*), calendar (focus: months, kinesthetic memory), routines, greeting lines/circles with music, blank maps and capitals, Smartboard fill-ins, optional presentation on the Spanish-speaking world.

**Notes vocabulary:** *Mano en el corazón, ¿Cómo estás? Bien, gracias; así, así; Muy bien, gracias; dos líneas; Cambiemos; profesor/profesora; el/la estudiante; ¿Puedo usar el sacapuntas?*

Take leave: **Adiós**.

Notes:

## Lesson 3

**Objectives:** Continue routines; capitals of the Spanish-speaking world.

**Highlights:** Add *cansado/cansada*; practice *¿Cómo estás tú?/¿Cómo está usted?*; picture prompts; *tú* vs. *usted* game with props; calendar (focus: days); communicate *¿Cuál es la capital de...?; ¿De dónde eres?* activity and exchange-student role-play.

**Notes vocabulary:** *cansado/a; ¿Cómo estás tú?/¿Cómo está usted?; Muy bien, gracias. ¿Y tú?/¿Y usted?; ¿Cuál es la capital de...?; ¿De dónde eres?; Yo soy de...*

Take leave: **Adiós**.

Notes:

## Lesson 4

**Objectives:** Where people are from; people of the Spanish-speaking world.

**Highlights:** Add *aburrido/aburrida*; review *tú/usted*; calendar (focus: seasons); introduce *¿Cómo se llama él/ella?*; *¿De dónde es?*; “Maletas” suitcase game; optional quiz on Spanish-speaking world.

**Student notes:** *aburrido/a*; *¿Cómo se llama él/ella?*; *¿De dónde es?*; *Él/Ella es de...; él; ella*

Take leave: **¡Hasta la vista!**

Notes:

## Lesson 5

**Objectives:** Where people are from; intro school vocabulary.

**Highlights:** Add *cansados/cansadas*; calendar; *Ellos/Ellas son de...; Materiales escolares* presentation; distribute printed notes and flash-card homework.

Take leave: **¡Hasta la próxima!**

Notes:

## Lesson 6

**Objectives:** Routines + school vocabulary practice.

**Highlights:** Add *triste/tristes*; suitcase game with pronouns; vocabulary games (lines, Go Fish, Concentration, Flyswatter); prep blank Bingo cards.

Notes:

## Lesson 7

**Objectives:** Routines + school vocabulary review.

**Highlights:** Emotions review; calendar; revisit *¿Cómo se llama...?*; School Bingo (students as callers in pairs/triads); HW: one-page visual school dictionary (10 items).

Notes:

## Lesson 8

**Objectives:** Routines + school vocabulary production.

**Highlights:** Add *enojado/a/os/as*; Bingo; Flyswatter; reverse Pictionary; classroom commands for passing out materials; HW: study flash cards.

Notes:

## Lesson 9

**Objectives:** Routines + school vocabulary games and quiz.

**Highlights:** Bingo; “Pass It/Hot Potato” with *¿Qué es?*; Go Fish in groups; flexible vocabulary quiz options (draw/label/post-its).

Notes:

## Lesson 10

**Objectives:** Classroom Spanish; plurals & categories.

**Highlights:** Hula hoops for gender/number sorting; suitcase game with *nosotros/nosotras (Somos de...)*; Bingo; introduce school verbs (*hablar, leer, escribir, estudiar, dibujar, escuchar, jugar, enseñar, tomar apuntes, pensar*); *Me gusta/No me gusta* survey and project.

Notes:

## Lesson 11

**Objectives:** Review and performance.

**Highlights:** Verb review with charades/drawing; *¿Qué te gusta hacer?* partner practice; simulation script A/B with greetings, emotions, likes, take-leave; co-create rubric.

Take leave: **¡Hasta mañana!**

Notes:

## Lesson 12

**Objectives:** Numbers 0–20; describing people.

**Highlights:** Calendar focus: numbers; Number Bingo; Mr. Potato Head for body parts; notes on descriptive adjectives.

Take leave: **¡Hasta mañana!**

Notes:

## Lesson 13

**Objectives:** Numbers 0–20; colors; appearance.

**Highlights:** Number Bingo; color-by-number; appearance surveys; Post-it collaborative visuals; Stand Up/Sit Down; intro *Guess Who?* (yes/no questions).

Notes:

## Lesson 14

**Objectives:** Numbers practice; “Guess Who?” fluency.

**Highlights:** Number Bingo; bubble counting; Stand Up/Sit Down; *Guess Who* tournament; next class quiz without card.

Take leave: **¡Chau!**

Notes:

## Lesson 15

**Objective:** Describing people.

**Highlights:** Stand Up/Sit Down; *Guess Who?* pass/fail quiz in Spanish (retakes allowed); project *Mi amigo*.

Take leave.

Notes:

## Lesson 16

**Objective:** Body parts & people.

**Highlights:** Appearance surveys; song *Me duele la cabeza* (gestures); *¿Qué te duele?* with props; prep Body-Part Bingo.

Take leave.

Notes:

## Lesson 17

**Objective:** Body parts fluency.

**Highlights:** Song practice (quiz next class); Body-Part Bingo (students as callers); dramatization *En el consultorio*.

Take leave.

Notes:

## Lesson 18

**Objective:** Body parts mastery.

**Highlights:** Song quiz; Bingo; Body Parts presentation; Post-it label activity; project *Persona de Otro Planeta* (collage or drawing).

Notes:

## Lesson 19

**Objective:** Days & months; recycle prior language.

**Highlights:** Emphasize *ayer, hoy, mañana*; handouts; word searches/crosswords; seasons via months; *Me gusta* seasonal quadrants + presentations; assign interview HW.

Notes:

## Lesson 20

**Objective:** Days, months, weather, seasons.

**Highlights:** Routine; line interviews; weather presentation; handout; clothing props game by weather; weather & seasons project.

Notes:

## Lesson 21

**Objective:** Fruits & vegetables.

**Highlights:** Presentation; song on fruits; drawing from dictation; puzzles; project *Una ensalada*.

Notes:

## Lesson 22

**Objective:** Fruits & vegetables; spatial language.

**Highlights:** Review fruits; "Pass It" with music (*a la derecha/a la izquierda*); *Me gusta/No me gusta* with foods; project *Persona hecha de comida*.

Notes:

## Lesson 23

**Objective:** Foods & menus.

**Highlights:** Shopping race with carts/props; Spanish foods presentation; food handouts; menu project.

Notes:

## Lesson 24

**Objective:** Restaurant language.

**Highlights:** Go Fish; restaurant project; dialogue practice for next class presentations.

Notes:

## Lesson 25

**Objective:** Restaurant performance.

**Highlights:** Set up restaurants; intensive practice; dramatizations.

Notes:

## Lesson 26

**Objective:** Birthdays.

**Highlights:** Ages with dolls/props; model Q&A patterns; class age survey; Birthday Cake Bingo (Language Experience Approach); copy board notes or use survey; months and birthday timing surveys; party simulation (hats/song); project **iFeliz cumpleaños!**

Notes:

## Lesson 27

**Objective:** Alphabet recognition.

**Highlights:** Interviews; alphabet song with obstacle course; Alphabet Bingo; spell-

and-guess game; emphasize vowel sounds; quiz HW: spell first & last name in Spanish.

Notes:

## Lesson 28

**Objective:** Weather & clothing.

**Highlights:** Alphabet quiz; clothing + weather TPR; assign weather reports by region/country; student presentations.

Notes:

## Lesson 29

**Objective:** Clothing & descriptions.

**Highlights:** Student-led routines; Stand Up/Sit Down by outfit; Clothing Bingo; cultural clothing labeling with Post-its; dress-up activity; fashion show (teacher narrates); HW: 10 clothing images.

Notes:

## Lesson 30

**Objective:** Clothing, colors, adjective agreement.

**Highlights:** Stand Up/Sit Down; favorite color survey; adjective review with Post-it visuals → handout; describe student drawings with agreement; fashion show round 2; HW: describe images with correct agreement.

Notes:

## Lesson 31

**Objective:** Clothing descriptions—performance.

**Highlights:** Partner fashion shows (student-written, checked, memorized); students may wear class costume items; HW: visuals for **El Mercado** project.

Notes:

## Lesson 32

**Objective:** Shopping language.

**Highlights:** Set up markets; intensive practice; rotate buyer/seller roles.

Notes:

## Lesson 33

**Objective:** Feelings & emotions.

**Highlights:** Emotions presentation and brainstorm; survey + whole-class discussion; Pictionary/Draw What I Say/Charades; HW: study for emotions quiz.

Notes:

## Lesson 34

**Objective:** Emotions mastery.

**Highlights:** Quiz; Emotions Project.

Notes:

## Lesson 35

**Objective:** Emotions wrap-up; begin telling time.

**Highlights:** Project presentations; *¿Qué hora es?* with clock; castanets for hour beats; Hour Bingo; paper-plate clock craft (with brad).

Notes:

## Lesson 36

**Objective:** Telling time continued.

**Highlights:** Student clocks show dictated times; quarter past/half past/quarter to; Beginning Time Bingo; project **¿Qué hora es?**

Notes:

## Lesson 37

**Objective:** Telling time—assessment prep.

**Highlights:** Turn in project; demonstrate more complex times; partner dictation and writing; Bingo; 3-part quiz (show, dictate, write).

Notes:

## Lesson 38

**Objective:** Families.

**Highlights:** Song *Tengo una familia grande*; dictated family tree (cards/map/Post-its); dress-up/guessing game; family tree project.

Notes:

## Lesson 39

**Objective:** Families—practice.

**Highlights:** Family vocabulary riddles (pairs + group review); family books.

Notes:

## Lesson 40

**Objective:** Families—speaking.

**Highlights:** Family interviews and dramatization.

Notes:

## Lesson 41

**Objective:** Time review; *¿A qué hora...?* and classes.

**Highlights:** Schedule with clocks; cognates for classes; brainstorm and note class names; class interview; school activities presentation; school verbs puzzles; HW: list class times.

Notes:

## Lesson 42

**Objective:** Time + classes + likes/dislikes.

**Highlights:** Review school verbs; *Me gusta/No me gusta*; project **Me gusta...**

Notes:

## Lesson 43

**Objective:** Putting it all together.

**Highlights:** Self-assessment checklist of tasks; cut into strips; groups select tasks;

write, memorize, perform; prepare for final day (choose five tasks).

Notes:

## Lesson 44

**Objective:** Demonstrate competency in ten language tasks.

**Highlights:** Practice rounds; feedback; rubric; more practice.

Notes:

## Lesson 45

**Objective:** Final performance & celebration.

**Highlights:** Perform tasks; immediate feedback. Optional celebration with target-language snacks/drinks and favorite games.

**Note:** All resources are linked in the book/bundle; third-party works (e.g., Barbara MacArthur) are referenced but not included.

### **Building Proficiency for World Language Learners: 100+ High-Interest Activities**

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