

**Vamos con la familia- Theme-based course with Dani y Beto.**

Lesson Plan 1 Note: All activities should take 5-7 minutes.

**Day 1 Target Vocabulary: Bienvenidos a Perú**

<i>la familia</i>	family	<i>amarillo</i>	yellow
<i>¿Cómo estás?</i>	How are you?	<i>muy bien</i>	very good
<i>la abuela</i>	grandma	<i>el abuelo</i>	grandpa
<i>la casa</i>	house	<i>el teléfono</i>	telephone
<i>la mamá</i>	mom	<i>el papá</i>	dad

**Optional Vocabulary for advanced or older students:**

<i>los nieto(s)</i>	grandchild(ren)
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**For older students:** Further explain the placement of adjectives and gender rules with "la casa amarilla" as an example. Write the words on the board and underline the "la" and "a" endings to show the matching feminine gender. Explain that in Spanish adjectives come after the noun, instead of coming before the noun in English. Give them another example: 'I like the yellow telephone' is *Me gusta el teléfono amarillo*. You can review this lesson in later classes throughout the course as more colors and nouns are introduced.

**Key phrases to repeat during class and encourage Spanish responses:**

<i>Sí</i>	Yes	<i>¿Quién es?</i>	Who is this?
<i>¿Qué es?</i>	What is it?	<i>Mucho gusto.</i>	Nice to meet you.
<i>¿Cómo te llamas?</i>	What is your name?	<i>Me llamo ____.</i>	My name is ____.

**Vocabulary note to teachers:** The vocabulary listed in each lesson includes the articles (*el, la, un, una*). For the younger students, it is recommended to omit these from the lessons. This way the students will be able to learn the core vocabulary easier. For the older students, feel free to teach them the articles along with the vocabulary words. Make sure they understand the gender and agreement when describing the articles. Also, show them the written words so they see the article as a separate word preceding the noun.

**Who are Dani and Beto:** Daniela and Alberto (Dani and Beto) are cousins from Mexico. Dani is a ten-year-old girl and Beto is a five-year-old boy. They are funny, adventurous, and sometimes mischievous. This class, *¡Vamos con la familia!*, follows Dani and Beto as they go on adventures with their family in Peru. We hope you have fun getting to know the class "stars!"

**Preparing for class:** Be sure to have nametags ready for all of the students. You can write their names on labels that they can stick to their shirts, or for more durable nametags, you can laminate small cards with their names and punch holes in the tops. String a piece of yarn through the hole and have the students wear these around their necks each week.



**Materials list:** Show the students where Peru is using a map or a picture. Print the picture flashcards for the Spanish vocabulary from the intranet. It is recommended to tape the images onto note cards to make them more sturdy and visible. Bring in as many props for the characters in the puppet skit to make the scene come alive. For example: a scarf for the grandma and a vest for the grandpa. If possible, bring in two toy telephones or cell phones to use as props for the *Teléfono* game. Make copies for the *Mi familia* drawing activity or the *Vamos con la familia* activity if you plan to do these in class.

**Be sure to read this lesson plan carefully and have all the flashcards and images prepared in advance. Know each song very well prior to class, so you can sing and teach it without needing to read the lyrics.** There is more material in this lesson than you will be able to cover, so plan on picking and choosing what works best for your students. Remember that since this is a theme-based class, students of various grades and Spanish levels may be combined into your class. It is imperative that you instruct the class bilingually and encourage understanding by using gestures or cognates. The key phrases listed at the top of the lesson plan should be repeated frequently because they are great examples of extra Spanish the students can learn during class. For example: If you repeat the question, "¿Quién es?" while pointing to people often during class and following it up with hints like, "¿Es la abuela o el abuelo?" using gestures, the students will start responding to this without needing the English translations. This is a great way to practice names and the new family vocabulary. The puppets really make this class come alive, so don't be afraid to have fun with them and be goofy. If you have older students in class, feel free to have them "be" Dani and/or Beto.

**Introduction:** As the students enter the room, give them a warm welcome by saying, "¡Bienvenidos a Perú! Welcome to Peru!" Show them where Peru is on a map or a picture. Encourage the students to sit in a half circle facing you and take attendance. During attendance, have the students say "*presente.*" Introduce yourself and make sure to show the students the Classroom Responsibilities poster and Consequence and Rewards chart. Also, give them an example of how they can earn a peso or lose a star, depending on the system you choose. Demonstrate the attention-getter and explain how you will be using it in class to regroup the students.

**Cantamos:** Encourage the students to stand by using gestures and saying, "*¡Levántense!*" Teach the students the "theme song" for the class: *La familia* to the tune of *The Adam's Family Theme song*. To help the students learn the song, sing it first for them to hear the tune. Break the song down and encourage the students to repeat line by line after you. Once they get a hang of the lyrics, encourage them to sing and snap their fingers with you. When singing "altos y bajos" make a physical gesture for this by crouching down for "bajos" and standing on tip toes for "altos" to help the students make the connection. Don't forget to give instructions in both Spanish and English. Watch the video for this song on the Futura intranet to hear the beat.

*La familia (Sing to the tune of the Adam's Family theme song)*

*La familia (snap, snap)*

*La familia (snap, snap)*



*La familia, familia, familia (snap, snap)*  
*Hay abuelos y primos*  
*Altos y bajos*  
*Todos son amables*  
*En la familia*  
*La familia (snap, snap)*  
*La familia (snap, snap)*  
*La familia, familia, familia (snap, snap)*

**Vocabulary:** After teaching the song explain what the lyrics mean: "The family, the family. The family, family, family. There are grandparents and cousins, tall and short. All are nice in the family. The family, the family. The family, family, family."

**Puppet time!** Invite all of the students to the circle. Encourage them to sit down by using gestures and saying, "Siéntense." Use your puppets to introduce the class to Dani y Beto. Put the puppets behind your back or in a backpack and say, "Tenemos dos amigos de la clase." We have two friends in our class. *¿Qué significa amigo?* What does *amigo* mean? See if anyone in the class knows the term *amigo* and re-emphasize it by having the entire class repeat *amigo*. Be sure to use silly voices and keep this lively and fun so the students are engaged and excited.

**Teacher:** *Mis amigos están emocionados por conocerles.* My friends are excited to meet all of you. *¿Pueden adivinar quiénes son?* Can you guess who they are? (Pull out the puppets)

**Dani:** *¡Hola! Me llamo Dani.* Hi! My name is Dani.

**Beto:** *Me llamo Beto.* My name is Beto.

**Teacher:** Let's say "nice to meet you" to Dani and Beto. *Todos repitan por favor, "¡Mucho gusto!"*

**\*Optional name activity:** If you are a new teacher and would like to get to know the names of your students, pass a maraca or ball around the circle and have the entire class repeat with Dani and Beto, "*¿Cómo te llamas?*" each time a new person receives the object. That student will then say "*Me llamo*" and their name. Encourage the entire class to repeat, "*¡Mucho gusto!*" Continue until every student has been introduced. Teach these phrases and practice them various times before starting the activity using a poster or the board.

**Teacher:** (while pointing to the countries on a map or a picture) *Dani y Beto son de México, pero ahora están en Perú para visitar a su familia.* Dani and Beto are from Mexico, but they're in Peru now to visit their family.

**Beto:** (to the class) *¿Quieres explorar Perú con nosotros?* Do you want to explore Peru with us?

**Teacher:** Encourage the class to say, "*¡Sí!*" with the thumbs up gesture.

**Dani:** *¡Mira! Es la casa amarilla de nuestros abuelos.* Look! It's our grandparents' yellow house.

**Teacher:** Point to the picture flashcard of the house and encourage the students to repeat "*la casa*" after you. Assign a physical gesture to have the students mimic when repeating like making a peak with their hands like the roof of a house. Ask the class, "*¿Qué más es amarillo en la clase?* What else is yellow in the room?" Point to other yellow objects in the room explaining, "*Amarillo es yellow. Clase repite por favor, amarillo.*"

**For the older students:** write the phrase "la casa amarilla" on the board and explain the placement and gender rules of the adjective. Underline the "la" and "a" endings to show the matching feminine gender.



Explain that in Spanish adjectives come after the noun instead of before in English. Give them another example like "el teléfono amarillo." You can review this lesson in later classes through the course as more adjectives and nouns are introduced.

**Interactive Skit:** Call on four volunteers to act out the roles in the following skit: *la abuela, el abuelo, Dani, and Beto.* Have fun props for the volunteers to wear to make the roles come alive. For example have the grandma wear a scarf and hold a purse. The grandpa can wear a tie or vest or have a cane. Teach "abuelo" and "abuela" by giving the volunteer students the appropriate props and have the entire class repeat the words after you. Assign a physical gesture for these words to have the students mimic. For example: pretending to knit for *abuela* and pretending to use a walking cane for *abuelo*. Point out that the word is basically the same except for the ending. Most words that end in "o" are masculine and words that end in "a" are feminine. Encourage the students to read the lines below with silly voices and actions to act out the skit. You can hand each of them a note card with the dialogue to help them with the activity. Note: for younger students who cannot read whisper each line to them during the skit and have the students to repeat out loud the Spanish phrase.

**Dani:** (knocking on the door of their grandparents house) *¡Hola!*

**Abuelo:** (opening door and with excited voice) *¡Hola! ¿Cómo estás?* How are you?

**Beto:** *Muy bien, gracias.* Very good, thank you.

**Abuela:** *Hola mis nietos.* Hello my grandchildren. *Les extrañamos tanto.* We missed you so much.

**Dani:** *Sí. Estamos muy emocionados por visitarles.* Yes. We are very excited to visit you too.

**Beto:** *Quiero aprender más sobre Perú también.* I want to learn more about Peru too.

**Teacher:** Thank the student volunteers for their help with the skit and collect the props. Reinforce the vocabulary and conversation elements in the skit. For example, hold up a picture flashcard representing the family and encourage the entire class to repeat, "*la familia.*" You can also teach "*los nietos*" by showing the picture flashcard and encouraging repetition. Feel free to note how this vocabulary word would change for the singular form and with differences in gender. For example: *el nieto, la nieta, etc.*

**Huevos Revueltos de Introducciones:** For this activity, divide the class in half and have them stand in separate sides of the room facing each other. Explain that when you play the music the students will try to mingle with as many people from the other side of the room pretending they have just met each other. One half of the room will be asking the questions, "*¿Cómo te llamas? Y ¿Cómo estás?*" The other half of the class will be responding with, "*Me llamo\_\_. Y Muy bien.*" Have these phrases written up on the board for the students to see. Show the students an example and reinforce the meaning of the phrases before starting.

**\*Optional Variation: Luz, Cámara, Acción-** Divide your class into pairs. Have the pairs practice asking and answering "*¿Cómo te llamas? Y ¿Cómo estás?*" When you call "*Luz, Cámara, Acción*" the first pair is to act out their conversation. Encourage creativity by allowing students to come up with their own names, use silly voices, and even use props like hats, scarves, etc. For the younger students: Orally help them with the conversation together as a class and have volunteers come up to act out the conversation. You may need to remind them of what to say next!



**Transition:** Use your attention getter to regroup the students and invite them back to sit in the circle. Encourage them to sit down using gestures and saying, "*Siéntense.*" Bring out the puppets and use fun voices to make the following scene come alive. You can play the role of all characters using different voices or have the volunteers come up to help again. Use a cell phone or toy phone to make the phone conversation more realistic.

**Teacher:** (Make the sound of a telephone) Brring...Brring...Brring

**Abuela:** *Un momento por favor. Necesito contestar el teléfono.* One moment please. I need to answer the telephone.

**Teacher:** Hold up a cell phone or toy telephone and have the students repeat after you, "*el teléfono.*" Encourage the students to use their hand to hold a pretend telephone up to their ear while repeating again, "*el teléfono.*" For younger students, pass a toy telephone around the circle and have each student repeat the Spanish word when they get the phone.

**Abuela:** (now on the phone) *¡Aló! Sí. Dani y Beto están en la casa.* Dani and Beto are here in the house. *Estamos muy bien, gracias.* We are all very good, thank you. *Hasta luego.* See you later.

**Dani:** *¿Quién fue?* Who was it?

**Abuela:** *Fue su mamá y su papa. Quisieron saber si estaban aquí.* It was your mom and dad. They wanted to know if you were here.

**Teacher:** Hold up the picture flashcards representing "*mamá*" and "*papá*" while encouraging the students to repeat after you. Assign a physical gesture for the students to mimic while repeating like a cradling a baby for *mamá* and flexing your arms for *papá*.

**Abuelo:** *Ustedes deben llamarles cada día cuando estén en Perú.* You should call your parents every day while you are in Peru.

**\*Notas Culturales:** After the puppet conversation, explain to the students that Spanish speakers answer the phone with "*Bueno*" in Mexico and "*Aló*" in South American countries, like Peru. In Spain, people say, "*Hola*" when answering the phone. The word for cell phone in Mexico and many Latin American countries is "*el celular.*" In Spain people use "*el móvil.*" Also explain the difference between *mamá y papá vs. padre y madre.*

**Repaso del vocabulario nuevo con gestos:** Invite the students to stand up by using gestures and saying, "*Levántense.*" After you tape the picture flashcards (*familia, abuelo, abuela, mamá, papá, casa, teléfono*) on the board show the gesture you have assigned to each word and have the students mimic this gesture while repeating the word in Spanish. Encourage the students to have fun with this practice by saying, "*Ahora vamos a ver cómo podemos hacer rápidamente el ejercicio.* Now let's see how quickly we can do this exercise." Call out the words faster and faster to see how quickly the students can mimic the gestures. Praise the students for their efforts by having the class give "*un aplauso.*" After this review, gently toss a ball to different students in the class to check the understanding of the lesson by asking "*¿Quién es?* Who is this? or "*¿Qué es?* What is this?" as you point the picture flashcards. Praise them for their responses by saying "*excelente, buen trabajo, or muy bien.*"

**Juego:** *¿Quién llama?*- To further reinforce all of the vocabulary, play the following racing game. Divide the class into two teams- *Equipo Dani y Equipo Beto.* Have the teams stay seated during the game. One person from each team will stand up to start the game. Place a toy telephone or cell phone on a table in front of each team. When you hold up a picture flashcard



of a family member, the students will race to answer the telephone and say who is calling in Spanish. For example, if you show the picture of the grandma the students will race to say "la abuela." The student who answers the phone and gives the correct answer first scores a point for his or her team. Have the entire class repeat the answer in Spanish for extra practice. Continue playing the game by having a new player from each team stand to compete. Be sure to have the same age of students competing against each other. You can adjust the difficulty of the activity for the different ages of your students. For example you could ask a question instead of just showing a picture to your fifth grade students. Here are some sample questions: "¿Quién es ella? (pointing to picture) ¿Qué significa muy bien? ¿Cómo se dice grandpa en español?"

**Cantamos:** Encourage the students to stand using gestures and saying, "Levántense." As a transition, have the students sing the theme song.

**Merienda & Notas Culturales: Notes about snack time:** *Morning classes will not need a snack. In the afternoon classes, please make sure to bring an extra healthy snack such as raisins, fruit snacks, or pretzels in case the students forget. Be aware of any allergies listed on the class roll. Make sure to check with the school before class to see if food is allowed in the room you are using. Some schools ask that snack time be held in the hallways, for example. After snack time is over, let the students know this will be the bathroom break time, during which they can get a drink of water and throw away their garbage. This should be the only break for leaving the classroom in order to avoid disruptions, so remind them to take advantage of the time. Tip: For the remaining classes you can ask students to use the restrooms prior to class so that you won't need to do bathroom breaks each week and can use more of the class time for fun activities. If some students are not finished with their snacks, ask them to put them in their backpacks for later. Make sure to supervise the students in the hallways.*

Once the students are seated ask the following questions in Spanish followed by English: *¿Saben dónde está Perú?* Do you know where Peru is? \*Remind them to raise their hands if they have an answer or comment.

Show the students the map of Peru and point out the capital city. Show the images of Lima from the intranet. Explain that this is where Dani and Beto's grandparents live. Lima (which is on the shore of the Pacific Ocean) has a population is close to nine million people and is the largest city in Peru. Lima has experienced many earthquakes. The *Plaza Mayor* is the center of the city with a beautiful bronze water fountain. Lima has many other churches, (*iglesias*), museums (*museos*), shops (*tiendas*), and restaurants (*restaurantes*). Tourists enjoy paragliding off the cliff tops of Lima. The beaches of Lima have high waves for surfing.

*Anticuchos*, small pieces of grilled meat on a skewer, are a common and popular meal in Peru. These can be found on street carts or street food stalls (*anticucheras*). The meat can be marinated in vinegar and spices and is most commonly beef heart. This is similar to a shish-kebab in the Mediterranean. Show the students a picture of the *anticuchos*.

Explain to the children that there are many fun parks, zoos, and museums for children in Lima also. If possible, show the students images from this petting zoo's website:



<http://granjaelarriero.com/> Here the kids can be a farmer for the day and feed different animals, learn how to milk a cow, or plant seeds.

**Transition:** Give the students a reminder after five minutes of snack time saying, "*Tenemos dos minutos más. We have two more minutes of snack. Por favor, apúrense. Please hurry up. ¡El próximo juego es muy divertido!* The next game is very fun!" Slowly count down from five in Spanish when you are ready to move on to the next activity. Explain that when you say "cero" the students should be quietly waiting for the next directions.

**Tips for Mixed Grade Classes:** Choose older students to be the team captains or help you to set up for the activities. When assigning teams, ensure that there are equal separation of ages on each team. For example: the younger students are spread out evenly among the two teams. Choose students of the same age to compete against each other during the games.

**Choose one of the following activities based upon the age group of your students:**

**Activity for older students: La familia-** Divide the class into two teams. Have the teams sit together in a group so that they can work together. Explain that the students will work together to find the answers to the puzzles on the handout you give each team (*Vamos con la familia* template from the intranet). Explain that they will be racing to complete the answers in Spanish. Give an example and have flashcards with the words on the board as a helpful visual. Once the first team is finished, check their answers to be sure they are correct and have them correct any mistakes while the other team continues to finish. After a team has completed the task correctly, praise all students for their hard work by having the entire class give "*aplausos*." Review the answers together as a class calling on different students from each team to read the puzzle and answer out loud. Encourage the class to repeat the Spanish answers together when given.

**Activity good for all ages-** Use your attention getter to regroup the students and have them all sit down and close their eyes for the next activity. Say in a suspenseful whisper, "*Siéntense y cierren los ojos*." This game is a variation of the 'Heads Up 7 Up' game. Choose four students to come up to the front of the room, assign each student a Spanish family member from class today (*abuelo, abuela, mamá, or papá*) and have them wear props for that role. Have the other students sit at desks or tables with their heads down (eyes closed) and one arm out with a thumb up. Explain that the four students chosen will walk around the room and choose one person to quietly put his or her thumb down. The students with their eyes closed should not cheat or open their eyes, but should guess who pushed their thumb. When the four students are done putting thumbs down and back to the front of the room, call out, "*¿Quién es?*" all the students should open their eyes and look up. The four students who have their thumbs down should stand up and try to guess who it was that put their thumb down from the front of the room. Call on each student and ask, "*¿Quién es?*" The student should give the answer in Spanish (ie: *mamá*) and not the name of the student. Encourage all students to think of the answers even if they are not picked. If the student guesses correctly they get to trade places with that person. Once the answer is given encourage the entire class to repeat it for practice. Continue playing by having the students put their heads down again and continuing the game. Continue playing until the seven minutes are up.

**Juego: El teléfono** Divide the class into two teams and have them sit in lines facing you. Explain that you are going to play a quiet whispering game similar to the "Telephone game." You will call up the first person from each team and you will whisper one of the new vocabulary words or phrases to him or her. That person then whispers the word in Spanish to the student behind him or her. Students will keep whispering down the line until the last person hears the word. Once the whisper gets to the last person in line he or she will run up to you and whisper the answer to you. The fastest team to whisper the correct answer to you scores a point. Continue playing by having the students rotate in their lines so there is a new first player and so on. It is important that the students speak quietly because they don't want the other team to hear. After the five to seven minutes is up, praise the students for their hard work and award the team with the most points stickers or pesos.

**Juego: ¿Quién falta?** Divide the class into the teams that you have been using in class so far. Have the teams each stand in a line facing the board. Have the students all sit down in the line by saying, "Siéntense." Place the pictures of the family members in the center of the circle call out the word in Spanish as you set it down. Encourage the students to try and remember all of the family members in the circle. Have one player from each team stand up. Explain that they will close their eyes and you will be taking away one of the places. When you call out "*¿Quién falta?*" the players standing will open their eyes and race to call out the missing person in Spanish. If the players don't know the answer, encourage them to ask for "*ayuda*" from their teammates. The team that calls out the answer first scores a point. Continue playing by having a new player from each team stand to compete and take away a different person. Remember to show the picture flashcard and encourage the entire class to repeat the word in Spanish after each answer is found.

**Libros:** Here are a list of suggested books that you could read to the class in Spanish to reinforce the vocabulary and conversation concepts. Read in Spanish and show pictures encouraging students to guess the meaning.

*En mi familia/In my family* por Carmen Lomas Garza (tribute to the author's Mexican-American family and community)

*Mi mamá* por Debbie Bailey; *Mi papá* por Debbie Bailey (simple picture books)

*Barron's Bilingual First Books: Family/La familia* (vocabulary word with picture book)

*I love Saturdays and domingos* por Alma Flor Ada (story about a child who visits two sets of grandparents from different cultures one being Mexican-American)

*Conoce Perú* por Robin Johnson and Bobbie Kalman (Story about Peru)

**Closing:** Pick up your puppets and carry on the small conversation below.

**Dani:** *Debemos de ir a dormir porque mañana es un día especial.* We should go to sleep because tomorrow is a special day.

**Dani & Beto:** *Adiós clase. Nos vemos a la próxima clase en Peru con la familia.* We'll see you at the next class in Peru with our family.

**Teacher:** Encourage the class to respond "*Adiós*" or "*Nos vemos.*"



**Adíos:** Teach the "*Hasta Luego*" song to the tune of "We are the Champions" at the end of class. They can sing together or in rounds daily as they are cleaning and packing up.

**Hasta Luego**

Decimos hasta luego

Y nunca adiós

Hasta luego

Hasta luego

Ya nos vamos

Hasta luego, por hoy.

Ask the students to "*Formen una fila en la puerta*. Form a line at the door." Hand out the newsletters and parent introduction letters, and have the students say goodbye to you in Spanish **and hand you their nametags** before leaving. Make sure each student gets picked up by his or her parent or guardian and safely leaves your classroom.

**Extra time:** If there is extra time, you can offer more time for students to work on the following art project or play a fun game of **¿Quién es?** with the clipart flashcards. **This game can be adapted for future lessons.**

\* **Mi familia:** Encourage the students to sit down at the desks or tables in the room by using gestures and saying "*Siéntense*." Hand a copy of the *Mi familia* template from the intranet out to each student. Encourage them to draw and color pictures of their family members under each matching Spanish title. \*Variation: Have the students individually or in small groups draw a house with family members (on large pieces of white paper) and label the vocabulary words in Spanish. Feel free to bring in magazines for the students to cut out and paste onto the papers for the people and house as well. Encourage them to be creative and have fun with the project. Walk around as the students work and have them tell you about their family. Encourage them to use as much Spanish as possible by asking, "*¿Quién es ella?* Who is she?"

\*How to play **¿Quién es?**: Have the picture flashcards of the family members from today's lesson posted up on the board. Divide the class into two teams. Have one person from each team come up to the board and give them a flyswatter. Explain that when you say the English word for a family member, the students at the board will race to swat the correctly matching Spanish vocabulary word. For example if you say "*¿Quién es dad?*" the students will race to swat "*papá*." The fastest student with the correct answer scores a point for his or her team. Continue playing until the seven minutes is up.