

Vamos por el pueblo: Theme-based course with Dani y Beto.

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

Day 1 Target Vocabulary: La casa

<i>la casa</i>	house	<i>la sala</i>	living room
<i>el cuarto</i>	room	<i>la cama</i>	bed
<i>¿Cuántos hay?</i>	How many are there?	<i>el baño</i>	bathroom
<i>la puerta</i>	door	<i>la ventana</i>	window
<i>¿Dónde está...?</i>	Where is...?	<i>Aquí está...</i>	Here is...

Optional vocabulary for advanced or older students:

After teaching the vocabulary from class, further explain that the "el" or "la" means "the" before each vocabulary word. Teach the students that they can also say "mi" to signify "my." For example: *Mi casa es grande. Mi cuarto es azul.* Practice this with the vocabulary from class by having them repeat while they point to themselves to signify the possession.

Key phrases to repeat during class and encourage Spanish responses:

<i>Buenas noches</i>	Good night	<i>Hola</i>	Hello
<i>Adiós</i>	Goodbye	<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, omitting formal instruction regarding these articles and focusing on the core words is recommended to enable students to learn the core vocabulary more easily. For the older students, feel free to teach the articles along with the vocabulary words. Make sure they understand the role of gender and agreement when describing the articles. Also, make sure to show the written words so students clearly see the article as a separate word that precedes 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. In this class, *¡Vamos por el pueblo!*, Dani and Beto share with us their daily lives and culture in Mexico. 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 stick on 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: Print the picture flashcards for the Spanish vocabulary from the intranet. To make the images both sturdy and more easily visible, taping the images onto notecards is recommended. For the interactive puppet skit, bring both the picture flashcards and real life



objects to represent the parts of the house (e.g., a toothbrush, bath toys, and a mirror for the bathroom, and a pillow and blanket for the bedroom). Set up the real life objects around the room prior to class. Print the map picture of *Santa María del Tule, México* and have a map or globe readily available. Bring in large white paper, pencils, and coloring supplies for the "*Casa de mis sueños*" project. Check your local library for a copy of the book "*Buenas noches, Luna*" by Margaret Wise Brown.

Be sure to read this lesson plan carefully and have all the flashcards and images prepared in advance. Watch the Vimeo song videos to practice the tunes of the new songs. 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. 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, have a radio or computer playing lively Mexican music, such as *mariachi* or *ranchera*. Greet the students by saying, "*¡Bienvenidos a México! Welcome to Mexico!*" Encourage the students to sit in a half-circle facing you and take attendance. During attendance, have the students say "*presente.*" Introduce yourself and show the students the Classroom Responsibilities poster and Consequence and Rewards chart. Also give them some examples of how they can earn a peso or lose a star, depending on the classroom management system you choose. Demonstrate the attention-getter and explain how you will be using it in class to regroup the students.

Puppet time! In this same half-circle seating arrangement, use your puppets to introduce the class to Dani y Beto and get to know the students' names (if applicable).

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 his/her name. Encourage the entire class to repeat, "*¡Mucho gusto!*" Continue until each student has been introduced.

Beto: (to the class) *¡Bienvenidos a nuestra casa! Welcome to our house!* (Hold up a big picture showing their house and have the students repeat "*la casa*" after you.)

Dani: *¡Sí. Bienvenidos a nuestra casa. Yes. Welcome to our house.* (Hold up the picture of "*la casa*" and have the students repeat after you. Encourage them to mimic your physical gesture of making a rooftop with your hands arched up and fingers touching, while repeating the vocabulary; kinesthetic elements such as gestures improve vocabulary retention.)

Interactive puppet skit:

Using an excited voice and hand gestures to clarify, encourage the students to stand and form a line behind you by saying, "*Levántense y formen una fila, por favor.* Please stand up and form a line." Walk back to the entrance of the classroom and stand with the students just outside the door, as the classroom will now serve as Dani and Beto's house. Continue the puppet conversation below with Dani and Beto giving a tour of their house. Move to the different areas in the classroom for each new vocabulary item. For example, the "*cuarto*" will be in one corner of the room, the "*sala*" in another corner of the room, and so on. (Be sure to have these different parts of the house set up around the classroom before the class starts. To really make this come alive, please bring in small objects representing each part of the house. For example, you might bring a toothbrush, bath toys, and a mirror for the bathroom; and you might bring a small blanket and pillow for the bedroom.)

Dani: *Vamos a mostrarles la casa.* We are going to show you the house. (Have a student knock on the door and open it to introduce the word "*la puerta*." Reinforce by having each student knock on the door and repeat the word in Spanish while entering the house.)

Beto: *Aquí está mi cuarto.* Here is my room. (Take the students over to this corner of the room and have the class repeat "*el cuarto*.")

Dani: (Have the puppet grab a student's hand in class.) *Ven aquí. Quiero mostrarles mi cuarto. Come here. I want to show you my room. Me gusta mi cama porque es azul.* I like my bed because it is blue. (Bring the class over to another side of the room to point out the bed. Have the students repeat "*la cama*" after you. Encourage them to mimic the gesture of pretending to sleep by laying their head in their hands while repeating the vocabulary.)

Beto: *Su cuarto está cerca de la sala.* Her room is close to the living room. *Me gustan las ventanas en la sala.* I like the windows in the living room. (With enthusiasm, have Beto hurry to the "*sala*" area in the classroom and, if possible, look out the windows in the classroom. Encourage the students to repeat "*la sala*" while holding up a picture for the living room and "*la ventana*" while pointing to the window.)

Teacher: Ask the students, "*¿Cuántos hay?* How many are there?" In Spanish, help the students count the windows in the classroom. Repeat and reinforce the question "*¿Cuántos hay?*" by counting the doors in the room also.

Dani: (Have Dani point to the bathroom objects and pictures in the room.) *Aquí está el baño.* (See if the students can tell you what part of the house Dani is showing them. Encourage the students to repeat "*el baño*" while pretending to brush their teeth.

Teacher: Gently toss a ball to each student asking, "*¿Cuántos baños hay en tu casa?* How many bathrooms are in your house?" Help the students to give the number in Spanish.

Juego: Las escondidas- Dani and Beto want to play a game of hide and seek (*las escondidas*) in their house with the class. Before starting the game, review the vocabulary words by moving around the room and holding up each of the vocabulary words one by one. Encourage the students to repeat the word after you in Spanish, using a variety of voices to add a fun element: high-pitched, deep, quiet, loud, underwater voices, etc. Teach the key phrase "*Aquí está ____*" and explain to the students that it means "Here is ____." To start the game, ask the class for a volunteer and call on the child who is quietly raising his or her hand. This student will stand in the center of "*la casa*" and close his or her eyes (or wear a blindfold). Explain that the rest of the class must quietly and quickly "hide" next to a vocabulary flashcard representing a room or object in the house. The student in the center will then randomly name



a location in the house in Spanish, without looking, in order to "seek." As each part of the house is called out during the game, ask the students, "¿Dónde está (part of the house)?" and encourage the students to point and repeat "Aquí está (part of the house)." Since this is an elimination game, any students hiding in the area that is called are "out" and must sit down in their place. Keep these students engaged by encouraging them to continue paying attention and repeating the vocabulary that is called out. Continue playing by allowing the remaining students to change locations in the house, then allowing the student in the center to call another part of the house. When there are just a few students remaining, you can declare them the winners. Continue playing by calling a new volunteer to the center and having all students stand to play again for another round or until the 5-7 minutes is up.

Merienda & notas culturales: *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. All Futura classrooms are nut-free. Please remind students to bring snacks that do not contain nuts. 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, allow the students to go to the bathroom, get a drink of water, or throw away their garbage under your supervision. This should be the only break for leaving the classroom in order to avoid disruptions, so remind them to take advantage of the time. Note: For the remaining classes, remind 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.*

Explain that Dani and Beto are in their hometown *Santa María del Tule* in the state of Oaxaca in the country of *México*. Show the students where this is on the map. It is "un pueblo" or "un pueblito" just outside of the larger city *Oaxaca, México*. This small town is relatively well known because it is home to the largest tree in the world, a cypress tree in the center of the town square. The age of the tree is unknown but estimated to be around 1,500 years old. Show the students the pictures of the town and the tree.

Houses in Mexican *pueblos* are often brightly colored and are built very closely to one another. Show the students the example images from the intranet. In Spanish, point out the different colors and sizes of the houses. Many people in Mexico have small houses or live in apartment buildings. The wealthier or middle class families have larger and fancier homes. Tall fences or gates and barred windows are common for both privacy and security. Mexicans greatly value family and often have many generations living in one house. For example, children frequently live in the same home as their grandparents. At this point, you can ask the students if any of them live in the same house as their grandparents or extended family members.

Typically, houses in Mexico don't have yards, but they may instead have gardens in the center of the houses. These "*jardines*" are open, so the plants can get the sun and rain. Houses are usually only one story and do not have basements like houses in the United States. Garages and



cars in general are not as common in Mexico because of excellent public transportation in cities.

Mexican families frequently gather at night at *el zócalo*, the town square, to visit friends and neighbors. The families also eat dinner after 6:00 at night, so kids tend to stay up later than in the United States.

Cantamos: Encourage the students to stand by using gestures and saying, "*¡Levántense!*" Teach the students the "theme song" for the class: "*Vamos por el pueblo.*" To help the students learn the song, sing it first so they can hear the tune. Then break the song down and encourage the students to repeat it, line by line, after you. Once they get the hang of the lyrics, encourage them to sing with you. Don't forget to give instructions in both Spanish and English. Act out the song with the actions described for each line, and encourage the students to mimic these actions. Watch the video for this song on the Futura intranet to hear the beat.

Note: The vocabulary in this song will be formally taught in future classes of this course.

Vamos por el pueblo

Vamos por el pueblo (marching in place)

Hay mercados y tiendas (pretend to grab something and place in bag)

¡Hola vecinos! (wave)

¿Cómo están? (shrug your shoulders with hands up)

¡Muy bien! ¡Vámonos! (thumbs up and a "let's go" gesture)

Vocabulary: After teaching the song, explain what the lyrics mean: "Let's go around the town. There are markets and stores. Hello neighbors. How are you? Very good! Let's go!"

Activity good for all ages: Construir la casa- In this exciting game, the students will be racing to build a house. Divide the students into two teams and have them stand in two separate rows. Set out on a table or desk a set of pictures representing the different house vocabulary from class today for each team. When you call out a part of the house in Spanish, the first person from the team will race to find the matching picture from the table and bring it back to their team. Once the player has brought the correct part of the house back to the team, you can assign the next player a new part of the house to find. This is similar to a relay racing game, so the team members go one at a time to find the part of the house and bring it back to the team in order to "build their house." Once a team has all parts of the house from the table, they have won the game. Review the vocabulary with the entire class by asking, for example, "*¿Dónde está la cama?*" and having the team hold the picture of the bed up and repeat, "*Aquí está la cama.*"

***Tip:** Feel free to give clues or gestures to the students if they are struggling with some of the new vocabulary. For example, you might pretend to lay your head down to sleep as a hint for "*la cama.*"

Activity good for all ages: ¿Dónde está Beto?- Dani can't find Beto in the house and needs the class to help her. Divide the class into two teams. Explain that the teams will take turns

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"finding" Beto around the house. During a turn, all the members of one team will close their eyes while a player from the other team hides the Beto puppet in a part of "la casa" (from the interactive skit earlier). When you say, "¿Dónde está Beto?" the team members can open their eyes and work together to find Beto, calling out in Spanish the part of the house where he is hiding to earn a point for the round. For example, if Beto is hidden under the blanket next to the pillow, the students would name "la cama" or "el cuarto" to earn a point. Continue playing by having the next team close their eyes as Beto is hidden. After playing the game for 5-7 minutes, the team with the most points wins. You can reward the winning team with pesos or stickers.

El proyecto: La casa de mis sueños- Explain to the students that they will be drawing the "Casa de mis sueños- the house of my dreams." This will be an exciting project for the students to work on throughout the semester. For today have the students start this project by working about five minutes. Have larger pieces of white construction paper or blank paper for each student. At the top of each paper, include the title "La casa de mis sueños" (for younger students, you will need to have this written in advance, though older students may be able to copy it during class), and make sure students write their names on the back of the papers. Students should begin the project by using a pencil to draw out the frames of their houses and then drawing their bedrooms in the houses. Once they have this drawn out in pencil, they can start coloring. Encourage the students to be creative but to work neatly; they will be showing these to their parents at the end of the semester. Explain that later they will add a kitchen, living room, and details for the outside of the house. Help the students label the items in the house in Spanish such as "el cuarto, la cama, la puerta, la ventana, y el baño, etc." After 5-7 minutes, collect the drawings and save them to work on for future classes.

Tip: For the younger students, draw the basic outline of the house with rooms before class and encourage the students to draw and color the items within the house such as the bed, doors, windows, etc. Help them by labeling each item in Spanish.

¿Cuántos hay? Ask the students how many bedrooms would be in *la casa de sus sueños*. Pass a microphone or maraca to encourage each student to answer. When each student receives the object, have the class call out the question, "¿Cuántos hay?" together.

Un cuento: Read the story "Buenas noches, Luna" by Margaret Wise Brown to the class in Spanish with the English translations. Point out the vocabulary from class within this story and engage the students by asking them follow up questions about the story. For example: "¿Dónde está la cama? Where is *la cama*?" This is a popular book that students may be familiar with in English. Check out your local library for a copy in Spanish.

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

Dani: (yawning) *Tengo sueño.* I'm tired. *Buenas noches, Beto.* Good night, Beto. (Put the puppets to bed in their "cuartos." Encourage the class to say good night to Dani and Beto in Spanish after you.)



Dani & Beto: *Adiós clase. Nos vemos la próxima clase en México. We'll see you at the next class in Mexico.*

Teacher: Encourage the class to respond, "*Adiós.*"

Adiós: Teach the "*Buenas noches*" song to the tune of "Frere Jacques" at the end of class. They can sing together or in rounds daily as they are cleaning and packing up.

*Buenas noches, Buenas noches
¿Cómo estás?, ¿Cómo estás?
Muy bien, gracias, Muy bien, gracias
Ya me voy, Ya me voy*

Request that the students "*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.