

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

Lesson Plan 2 Note: All activities should take 5-7 minutes.

Day 2 Target Vocabulary: La hacienda

<i>la hacienda</i>	ranch	<i>el caballo</i>	horse
<i>negro(a)</i>	black	<i>hermoso(a)</i>	beautiful
<i>la tía</i>	aunt	<i>el tío</i>	uncle
<i>las botas</i>	boots	<i>los pantalones</i>	pants

Optional Vocabulary for advanced or older students:

<i>Me gusta(n)...</i>	I like...	<i>el sombrero</i>	hat
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For older students: Further explain the placement of adjectives and gender rules with the "la casa amarilla" as an example. Also teach the difference between singular and plural. Write the words up on the board like "las botas negras" and underline the "las" and "as" endings to show the matching feminine and plural gender. Explain that in Spanish adjectives come after the noun, instead of coming before the noun in English.

Key phrases to repeat during class and encourage Spanish responses:

<i>¡Adelante!</i>	Come in!	<i>¿Quién es?</i>	Who is this?
<i>¿Por qué?</i>	Why?	<i>¿Qué significa?</i>	What does it mean?

Preparing for class: Have the nametags ready for all of the students. Be sure also to read this lesson plan carefully so you can have all of the flashcards and images prepared in advance. Remember that since this is a theme-based class, students of various grades and Spanish levels may be in combined into your class. Therefore, the lessons are very vocabulary-focused. Since we are not able to teach comprehensive conversational skills, it is imperative that you instruct the class bilingually and encourage the students to guess what you are saying in Spanish by using gestures or cognates. The puppets really make this class come alive, so don't be afraid to have fun with them and be goofy!

Specifics for today's class: 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. As much as possible, create the "Wild West" scene in the classroom. For example: you could wear a hat, bandanna, boots, or vest.

Introduction: As the students enter the room, give them a warm welcome by saying, "¡Adelante! Come in!" and have Peruvian music like *huayño* playing if possible. Here are some example youtube videos you could have playing on a laptop for the students to see:

<http://www.youtube.com/watch?v=Eez6T49YE0k> (This shows the huayño dance)

<http://www.youtube.com/watch?v=SVq0cjNvuE4&feature=related> (Traditional Peruvian Melody with great pictures)



Share with the students that *huayño* is the Amerindian style music in Peru mainly from the Andes Mountains. See if the students enjoy the music by asking, "¿Te gusta la música? Do you like the music?" Encourage the students to respond, "Sí o no."

Have the students place their backpacks in the back of the classroom. Hand out the nametags to the students and using Spanish encourage them to sit in the circle. Take attendance and have the students say "presente." Remind students of the Classroom Responsibilities and consequence and rewards systems as well as the attention getter.

Cantamos: Encourage the students to stand by using gestures and saying, "¡Levántense!" Encourage the students to snap their fingers and sing the "theme song" for the class: *La familia* to the tune of *the Adam's Family theme song from day 1*. After singing the song review the meaning of the lyrics by asking the students what the words mean: "¿Qué significa *altos y bajos*? What does *altos y bajos* mean?"

Juego de repaso: Play the *¿Quién está llamando?* or *El teléfono* game from last week to review the day one vocabulary with the students in a hands-on activity. Make sure to hold up the picture images and have the students repeat the Spanish after you and make the gestures associated with the vocabulary for good practice before starting the game. Be sure to keep this game between five to seven minutes to ensure time for the new lessons and activities. ***Note:** Review of vocabulary from previous classes is very important for each class. This review can also be incorporated through other games by including the picture flashcards or objects with the new vocabulary during the games. Whenever possible, make sure to encourage repetition and recognition of all vocabulary taught throughout the semester.

Puppet time! Use your attention getter to regroup the students and invite them to sit in a half circle facing you. Encourage them to sit down by using gestures and saying, "Siéntense." Bring out the Dani and Beto puppets and have them greet the students. (Be sure to use voices and gestures to bring the story to life and keep the students engaged and excited.)

Dani: *¡Beto, despierta!* Beto, wake up! *Estamos en la hacienda.* We are at the ranch. (Hold up the picture of the ranch and encourage the class to repeat "la hacienda" after you.)

Dani: (looking around with awe) *¡Qué hermosa!* How beautiful!

Beto: *Allá está nuestro tío, Héctor.* Over there is our uncle, Hector. (Hold up the picture flashcard and have the students repeat "el tío.")

Hector: (with a deep voice) *¡Hola! Bienvenidos a la hacienda.* Hello! Welcome to the ranch.

Beto: (with a tired voice and a yawn) *Muchas gracias. Fue un camino largo y estoy cansado.* It was a long ride and I am tired.

Hector: *No hay problema, su tía está en la casa.* No problem, your aunt is in the house.

¡Adelante! Come in! (Have the students each take a turn saying this phrase in Spanish for practice. You can even have them go over to the door and act out inviting the next student in line into the classroom while saying the phrase.)

Dani: *Hola Tía Cecilia.* Hi Aunt Cecilia. *¿Cómo está?*

Teacher: *¿Clase, quién sabe lo que Dani preguntó?* Class, who knows what Dani asked? *Muy bien,* she asked how she was. *¿Cómo se dice aunt en español?* How do you say aunt in Spanish?



Excelente, tía significa aunt. Excellent. Tía means aunt. Todos repitan por favor, la tía. Recap each of the family members vocabulary with the students by holding up the picture images and asking the class, "¿Quién es?" Have all students repeating the vocabulary together using fun different voices like a high-pitched voice for "tía" and a deep voice for "tío."

Interactive Activity: Habla Rápidamente- Divide the class into two even groups and have them stand in lines facing each other. They should have a partner from the other group across from them. Explain that they will be practicing to ask and answer how they are in Spanish with each other. Hand the first pair of students the Dani and Beto puppets. They will ask each other, "¿Cómo estás?" and answer with, "Muy bien." Note: You can add to this by having the students give greetings and goodbyes in Spanish as well as asking their name in Spanish with "¿Cómo te llamas?" Have these phrases written on the board for the students to see. They will quickly pass the puppets to the next two people in line to continue the conversation practice. After they have all had a turn, have one row move down one person, so that they have a new partner. Encourage the students to see if they can beat their time from the first round by getting through the conversations even faster. Continue practicing a few times and recording their speed each round to see how fast they can converse in Spanish!

***Optional Variation for the younger students:** Have the students standing in a circle and sing "Hola Dani" to the tune of "Frere Jacques" (lyrics below). Sing the song first with Dani as the name in the song as an example. Have the students repeat after you to learn the song. Continue singing the song, but each time you sing it change the name Dani with the name of a student in your class. Point to that student or gently toss them a ball and have him or her sing back "muy bien, gracias."

Hola Dani- (Sing to the tune of "Frere Jacques")

Hola Dani. Hola Dani.

¿Cómo estás? ¿Cómo estás?

Muy bien, gracias. Muy bien, gracias.

Hasta luego. Hasta luego.

Transition: Use your attention getter to regroup the students and move to a different area in the room to keep the energy level up. 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.

Hector: (with a deep voice) *Vamos a explorar la hacienda. Por eso necesitas vestirme rápidamente por favor.* We are going to explore the ranch. So you need to get dressed quickly please.

Beto: *¿Dónde están mis pantalones?* Where are my pants? (Hold up the picture flashcard or even better real pants and have the students repeat "los pantalones.")

Dani: *Beto, necesitamos nuestras botas negras.* Beto, we need our black boots. (Hold up the picture flashcard or an actual pair of boots and have the students repeat "las botas." Point to other black objects in the room explaining, "Negro es black. Clase, repite por favor, negro.")

Note: For older students you can add *el sombrero*. Have Dani and Beto look for their hats also.

Beto: *¿Por qué?* Why?

Dani: *Vamos a montar a caballo.* We are going on a horse ride. (Hold up the picture flashcard of the horse and have the students repeat "el caballo.")



Beto: *Me gustan los caballos.* I like horses. *Son muy hermosos.* They are very beautiful.

Teacher: *Clase, hermoso significa beautiful.* Class, *hermoso* means beautiful. *Todos repitan por favor, hermoso.*

**Interactive Activity:* Pass the horse image or if possible a toy horse around the circle. For the younger students or mixed age classes, simply have them say "caballo" when they receive the horse. For older students, you can teach the following conversation element by writing it up on the board and giving examples. As you pass the horse around the circle ask the question, "Te gustan los caballos?" to each student as they receive it. Encourage them to respond "Me gustan los caballos. Or No, no me gustan los caballos."

For the older students only: Explain how adjectives change with gender and when plural by giving examples. Write phrases up on the board like "el caballo hermoso" and "las botas negras" and explain the placement and gender rules of the adjective. Underline the "las" and "as" endings to show the plural form and matching feminine gender. Check the students understanding with the following interactive activity to reinforce this concept.

Juego: Divide the class into two teams. Give each team a set of note cards mixed up, each with one word of the following phrases: *los caballos hermosos, el teléfono amarillo, la hacienda hermosa.* The students will work as a team to unscramble the note cards and put them together into the correct order with matching gender (as shown above). The team that makes correct phrases the fastest wins. You can give stickers or pesos to the winning team.

For the younger students or mixed age classes:

Juego: ¿Qué buscas en la hacienda?- Explain to the students that they will be helping Dani and Beto search around the ranch (which will be the classroom) for some things. Have two picture flashcards or props representing each of the following vocabulary words hidden around the room: *la familia, los pantalones, el teléfono amarillo, el tío, la tía, el caballo hermoso, y las botas negras.* Note: You can add other vocabulary items from Day 1 also. Review these vocabulary words with the students prior to the activity to ensure success. Divide the class into two teams. To keep the activity more organized, call out one item from the list in Spanish at a time and have the students searching for it. For example, "¿Dónde está la familia?" The team that finds it the fastest scores a point. Once both teams have found the item be sure to hold it up and have the entire class repeat the Spanish vocabulary word multiple times for practice. If it is an item with an adjective, be sure to emphasize the meaning of the adjective also. For example: "Todos repitan el caballo hermoso. ¿Y qué significa hermoso? What does hermoso mean? Muy bien, hermoso means beautiful."

Cantamos: As a transition sing the following song and encourage the students to repeat after you as they are getting their snacks. Once the students are seated and quietly eating their snacks, translate the lyrics for them and continue on with your culture lesson.

La Hacienda (Sing to the tune of "La Cucaracha")

*La hacienda, la hacienda
Estamos en la hacienda
Hay muchos caballos y vaqueros
En la hacienda*

Merienda & Notas Culturales:



Once the students are seated ask the following questions in Spanish followed by English to spark their interest. Flip back and forth using Spanish and English for the cultural notes. Show the pictures from the intranet while explaining.

Hacienda means ranch or estate in Spanish. Dani and Beto are visiting their aunt and uncle's *hacienda* in the town of Huancayo in Peru. Show the students a map of Peru and point out Lima from last week and where they are now. On the *hacienda* there is an owner (*patrón*) and there are ranch hand workers on horseback (*gauchos or vaqueros*).

¿Les gusta ir de compras? Do you like to go shopping? There are two main markets, *mercados*, in Huancayo. The *Mercado Mayorista* is the daily market with fruits, vegetables, and meat including Andean delicacies like fresh and dried frogs (*rana*), guinea pigs (*cuy*), rabbits (*conejo*), and chickens (*pollo*). There is also a Sunday craft market called *Feria Dominical* with weavings, sweaters, textiles, ceramics, and wood carvings.

¿Les gustan las ensaladas de papas? Do you like potato salad? A specialty in Huancayo is the *papa a la huancaína*, which is a boiled potato topped with a creamy white sauce. The white sauce is made of cheese, oil, hot pepper, lemon, and egg yolk. This is served with an olive and sliced boiled egg, and is eaten like a cold potato salad.

¿Les gustan las fiestas? Do you like parties? There are hundreds of *fiestas* in Huancayo and surrounding villages. A very popular fiesta is July 28th and 29th when Peru's Independence Days are celebrated by processions from the military and schools. This is similar to our Fourth of July celebrations. *Semana Santa* (Holy Week) is also one of the biggest events in Huancayo, with big religious processions for the Easter holiday.

There are many unique animals to Peru and the Andes Mountains. Llamas and alpacas are types of camels that are domesticated in Peru. People have them at their houses or on their farms. Llamas are used for their meat and their coarse hair for weaving ponchos and other clothing items. They are also a respected and sacred animal to the Andean culture. The alpacas are smaller than the llamas and are more valuable because they have better wool and tastier meat. Guanacos and vicuñas are similar camel animals found in Peru, but they are wild and not domestic. Andean Condor is the largest flying bird in the world, with a wing span of up to 10 feet. It covers huge distances in search of food.

Transition: Give the students a time 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.

La fiesta- "*Hay muchas fiestas en Huancayo que incluyen música, por eso vamos a bailar y celebrar una fiesta.*" There are a lot of *fiestas* in Huancayo so we are going to dance and celebrate a party." For this game, have an open area in the class for the students to dance. Play Peruvian Spanish music (like the examples above if possible). Encourage the students to dance or pretend they are riding a horse. When you randomly stop the music, the students must freeze in place. The first student to move or talk has to answer a question in Spanish. You can make this simple by holding up a picture flashcard and having the student give the Spanish word for it. For example: hold up a picture of a horse and the student will need to say



"caballo." Have the entire class repeat the Spanish word and then continue on with the game by playing the music. **Tip:** Have the older students in your class help you by asking the questions and saying "*¿Quién es?*" or "*¿Qué es?*" when holding up the picture flashcards.

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

Activity for older students: *Un Problemita*- "*Hay un problemita en la hacienda. There is a little problem at the ranch. Necesitamos ayudar a la familia de Dani y Beto. We need to help Dani and Beto's family.*" In this game, the students will be helping Dani and Beto sort things out. Divide the class into two teams. Have pictures or props of the vocabulary words from today's class and Day 1 set out on a table in the front of the room. Have note cards with the Spanish words placed next to each item. However, have the cards in the wrong place. For example: have the card for "las botas" next to the horse. Each team will take a turn working together to put the cards in the correct place. Time each team with a stop watch to see which team can put things in the correct place the fastest. After the game, be sure to review the correct translations together as a class by holding up the pictures and having the class call out the correct Spanish word. **Note:** You can adapt this game for younger kids by orally saying the names and asking the class "*¿Es correcto?*"

Activity for the younger students or mixed ages- *La manada*- "*Dani y Beto están reuniendo la manada en la hacienda con su tío y tía. Dani and Beto are herding at the ranch with their aunt and uncle.*" We will be playing a similar game of herding and grouping things that you have learned so far in class. Have the class work together for this activity. Have the following four categories of vocabulary words written on separate pieces of paper and posted on different tables or locations in the room: *los colores/colors, la familia/family, los lugares/places, las cosas/things*. Explain what each category means. Have the picture flashcards for the vocabulary covered so far in class mixed up in a small bag. Each student will take a turn picking out a vocabulary word and placing it in the correct location on the ranch (or in the matching category). Show the students an example before starting. For example: *la casa y la hacienda= los lugares, las botas, los pantalones, el caballo, y el teléfono= las cosas, el tío, la mamá, el papá y el abuelo= la familia, negro y amarillo= los colores*. Have the class repeat the Spanish words after they pick them out of the bag. Repeat the question words, "*¿Por qué? ¿Quién es?*" and "*¿Qué significa?*" to review the translations and categories for each word. ***Optional Variation:** To make this into a competitive game, you could divide the class into two teams. For each team have a table with the four category signs and a set of picture flashcards. Have them work together to put the items in the correct category. The fastest correct team wins!

Juego: *Alrededor la hacienda*- Have the students sitting at desks or chairs. Have two students at a time stand to compete. Give the two competing students a hat or bandanna to wear as they compete. Pass the prop along to the students who are competing during the game. As you hold up a picture flashcard of the vocabulary words, the students should race to call out the Spanish word. The fastest student to call out the correctly matching word in Spanish wins. He or she moves around "la hacienda" on to the next student to compete. The student can pretend to ride a horse to the next student. If a student wins the race between all classmates, he or she has successfully traveled "*Alrededor de la hacienda*" and won the game. **Tip:** Encourage the entire class to repeat the Spanish words together once the answer



has been given to encourage extra practice. Note: You will need to use the same vocabulary flashcards more than once.

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

Dani: *¡Fue un día muy increíble!* It was such an incredible day!

Beto: *Mañana vamos a las montañas.* Tomorrow we are going to the mountains.

Dani & Beto: *Hasta luego, clase.* See you later class.

Teacher: Encourage the class to respond "*Hasta luego.*"

Adíos: Sing 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 play review games from last week like: **¿Quién es?**, **¿Quién falta?**, **¿Quién está llamando?**, or **Teléfono** with the clipart flashcards.