

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

Lesson Plan 4 Note: All activities should take 5-7 minutes.

Day 4 Target Vocabulary: El festival

<i>primo(a)</i>	cousin	<i>alto(a)</i>	tall
<i>bajo(a)</i>	short	<i>amable</i>	nice
<i>la falda</i>	skirt	<i>el helado</i>	ice cream
<i>¡Ven acá!</i>	Come here!	<i>Me gusta(n)...</i>	I like...

Optional Vocabulary for advanced or older students:

<i>frío</i>	cold	<i>caliente</i>	hot
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For older students: Review the placement of adjectives and gender rules from previous classes. Show examples with the new vocabulary like "el primo alto" or "la falda roja." Also teach the difference between singular and plural. Write the words up on the board like "las faldas rojas" 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>Necesito...</i>	I need...	<i>¡Qué chévere!</i>	Cool!
<i>¿Quién es?</i>	Who is this?	<i>¿Qué significa?</i>	What does it mean?
<i>¿Cómo estás?</i>	How are you?	<i>Hasta Luego.</i>	See you later.

Preparing for class: Read through the lesson plan carefully and instruct the class bilingually encouraging students to guess what you are saying in Spanish by using gestures or cognates. Emphasize the key phrases above by repeating them throughout the class. Use puppets and props when applicable to make the class activities come alive.

Introduction: Decorate the classroom with streamers or balloons and the colorful pictures of the Peruvian festivals from the intranet. As the students enter the room, welcome them to the festival in Cuzco by saying "¡Bienvenidos al festival en Cuzco, Perú! Welcome to the festival in Cuzco, Peru!" See if the students can guess what "el festival" means in Spanish. Point to the different colors in the pictures or decorations and encourage the students to repeat the colors with you in Spanish. 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 a half circle facing you. Take attendance and have the students say "presente". Remind students of the Classroom Responsibilities, consequence and rewards systems, and 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 la familia? What does la familia mean?"

Puppet time! Use your attention getter to regroup the students and invite them to sit in a circle with you. Encourage them to sit down by using gestures and saying, "Siéntense." Bring in a backpack with the puppets and picture flashcards for today's class inside. Say to the students in a mysterious voice, "*Tengo una sorpresa en mi bolsa.* I have a surprise in my bag. (Hold up your backpack while saying this.) *¿Pueden adivinar qué es la sorpresa?* Can you guess what the surprise is?" After the students have given a few guesses, bring the puppets out of the bag and exclaim, "*¡Son mis amigos!* They are my friends!" Have the Dani and Beto puppets carry on the following little conversation. (Be sure to use silly voices and keep this lively and fun so the students are engaged and excited.)

Dani: *Estoy emocionada por la sorpresa de Tía Cecilia hoy.* I am excited for Aunt Cecilia's surprise today.

Tía Cecelia: *Su sorpresa está lista. Your surprise is ready.*
(Bring out the picture from the intranet representing Primo Arturo.)

Primo Arturo: *¡Hola Dani y Beto!*

Beto: *¡Primo Arturo! ¿Cómo estás?*

Primo Arturo: *Muy bien. ¿Y tú?*

Teacher: *Clase, primo significa cousin. Class primo means cousin. Todos repitan por favor, primo. ¿Quién sabe lo que Beto preguntó a Primo Arturo? Who knows what Beto asked Primo Arturo?**** Pass a maraca or ball around the circle and have each student take a turn asking Primo Arturo how he is in Spanish when he or she receives the object. Answer the students with "muy bien" and see if they remember what this means also.

Tía Cecelia: *Vamos juntos al festival en Cuzco.* We are going to the festival in Cuzco together.

Beto: (with a sad voice) *Pero, soy muy bajo y no voy a ver mucho.* But, I am very short and I won't be able to see a lot.

Primo Arturo: *No te preocupes. Don't worry. Soy muy alto y puedo ayudarte.* I am very tall and I can help you.

Dani: *¡Qué amable!* How nice!

Teacher: Show gestures for "alto y bajo" while repeating these words and having the students repeat after you to reinforce the meaning of these new vocabulary words. Have the students physically connect to the vocabulary by standing on their tip toes while repeating "alto" and then squatting down while saying "bajo." Call out the two adjectives and see if the students can mimic the correct height. Continue by calling them out faster and faster to see how quickly the students can go. Refer the students to the theme song and see if they remember what "amable" means. Sing the theme song again together with gestures.

Interactive Activity: El Festival- *Vamos al festival ahora con Dani y Beto.* We are going to the festival with Dani and Beto. Sing the following song to the tune of Farmer in the Dell with the students march and sing with you as you have them move to a clear a space in the room.

Vamos al festival

Vamos al festival

Toda la clase vamos al festival

Place picture flashcards from the vocabulary covered to this point on the floor in a circle with enough space for the students to walk around. There should be one for each student. The pictures can include colors, adjectives, family members, or clothing items. Explain that you will play the music, the students will walk in a circle dancing between the images. When you stop the music, all the students must find and stay on the closest picture flashcard. Ask a few students questions like, "¿Quién es? ¿Qué es? ¿Qué significa? or ¿De qué color es?" Encourage the students to respond with the Spanish word for the picture image they are standing on. Have the entire class repeat the Spanish word after the answer is given. Continue playing by restarting the music and having the students continue to dance around the circle between the images.

Optional Variation: La Noria (Ferris Wheel)- Explain to the students that for this game they are going to be on "la noria," the ferris wheel at the festival. Put chairs in a circle facing outwards, making sure you have enough so that each student has a chair. Put a picture flashcard image underneath each chair. When you start the music, the students can walk or dance around the chairs. When the music stops, they need to find a chair and sit down. You will then ask a question such as, "¿Quién tiene el primo? Who has *el primo*?" Whoever has "el primo" will hold up the picture, repeat the word, and receive a peso or sticker. Continue playing so that the students can continue collecting stickers or pesos during the activity. After five minutes, move on to the next activity.

Actividad: ¿Cómo es?- Show real life pictures from festivals in Peru from the intranet to the students and have them point out words they know in Spanish. Review all of the adjectives and colors the students have learned to this point by calling out the Spanish word and encouraging the students to find the color or description in the pictures you are showing. For example: *barato, caro, azul, rojo, verde, negro, amarillo, hermoso, amable, bajo, alto*. After this review, play a fun competitive speed game with the students. Explain to the students that they are going to quickly describe something from the Dani and Beto's adventures in Peru in Spanish. Divide the class into two teams. Have one person from each team come to the front of the room to compete. Have picture flashcards representing the following family members or objects the students have learned so far: *primo(a), abuelo(a), la camisa, la bolsa, los zapatos, la hacienda, las botas, los pantalones, el caballo, tío(a), la casa, y el teléfono*. When you hold up a picture flashcard, the students will race to call out an adjective describing the object or person in Spanish. Give the students this example: If you hold up a picture of a black horse, the students can say "negro o hermoso." The student with the fastest appropriate answer scores a point for his or her team. Continue the game by having a new person from each team compete with a new picture flashcard. Play until each student has had a turn or the seven minutes is up. The team with the most points wins stickers or pesos. **Note:** For the older students you can challenge them to call out the noun plus adjective. For example: *abuelo bajo*. Review the noun with adjective after each answer is given. Have the class repeat together after you for practice. For the older students reinforce the grammatical concepts of adjective placement and gender agreement.



Merienda & Notas Culturales: Encourage the students to sit and quietly eat their snack while you share the culture lesson for the day. Be sure to use Spanish first and follow it up with the English translations. Show the pictures from the intranet while explaining to the students that Dani and Beto are in the city of Cuzco, Peru and point this out on a map. This city used to be the heart of the Inca civilization. The Incas were the native population who lived in Peru 800 years ago like the Native Americans of the United States. They had one king called "Atahualpa." Their language wasn't Spanish, but Quechua. Cuzco is Quechua for "the center of the Universe." Many descendants of the indigenous Incan population still live in Peru and still speak Quechua. Share a few of the following words in Quechua (pronounced the same as Spanish). Hello= Napaykullayki Please= Allichu Thank you= Yusulipayki Cuzco is known for its many festivals during the year. The *Inti Raymi* or "*Fiesta del sol*" is June 24th and was the most important celebration to the Inca Empire. Since 1944 there has been a theatrical representation of the Incan ceremony filled with colorful dances and processions that has attracted many tourists. Music and dance groups perform wearing hand-woven clothes. *Carnival* is a week long festival in February. Many dance groups from surrounding communities come together to compete for prizes. There are many street foods and drinks available during these festivals. Vendors sell ice cream from tricycles to cool people down. Fresh fruit and cold fruit juices are sold at small stands on the streets. Other stands sell cooked meat on skewers called "*anticuchos*."

Transition: Ask the students to put any remaining snacks back into their bags and throw away any garbage. Let them know you will countdown from ten in Spanish and when you get to zero they should be quietly sitting in the circle.

Tía Cecelia: *Vamos a ver un baile. We're going to watch a dance.* (Hold up the picture images of the Peruvian dancers in skirts from the intranet.)

Dani: *Me gustan sus faldas.* I like their skirts. (While holding up a skirt or pointing to the skirt image.)

Tía Cecelia: *Son muy hermosas y tienen muchos colores vibrantes.* They are beautiful and have lots of vibrant colors. (Hold up the picture image of the skirt and encourage the class to repeat "*la falda*". Review the colors in Spanish as well as the adjective "*hermosa*.")

Beto: (fanning himself and with an exhausted voice) *¡Hace calor!* It's hot! *Quiero algo frío.* I want something cold.

Primo Arturo: *¡Ven acá!* Come here! *Hay helado.* There is ice cream. (Use a waving gesture while repeating the phrase *¡Ven acá!* Have the students mimic the gesture and repeat the phrase. Explain the meaning of the phrase and show a few examples in the classroom by moving to a new area and asking the student to come over by you with the Spanish phrase.)

Beto: *Me gusta helado.* I like ice cream. (Hold up the picture flashcard for ice cream and have the students repeat after you, "*el helado*.")

Teacher: Teach the phrase "*Me gusta...*" to the students by writing it on the board or having it on a poster for them to see. Explain that if they are talking about something plural or multiple things they like they would say "*Me gustan...*" Give the students examples like "*Me gusta la falda.* I like the skirt. *Me gustan las faldas.* I like the skirts. Etc."



Interactive Practice: Pass the picture image of ice cream around the circle asking each student, "*Te gusta el helado?*" when they receive the image. Have each student respond with "*Me gusta el helado. Or No, no me gusta el helado.*"

***Optional lesson for the older students:** See if the students can tell you the difference between "*frío*" and "*caliente*" by asking "*¿Qué significa?*" after using gestures like shivering when saying "*frío*" and pretending to touch something hot for "*caliente*". Praise the students for their efforts. Reinforce this lesson by asking "*¿Es frío o caliente?*" and holding up pictures of different things (that are obviously hot or cold and that you would find at a market or festival) like: juice, fruit, ice cream, meat skewers, tamales, corn on the cob, etc. Encourage the class together to repeat the answers "*frío*" or "*caliente*."

Actividad: Frío o Caliente- Dani and Beto are looking for different things at the festival. In this game the students will help to find the items with clues like "*caliente*" as they get closer to finding the object and "*frío*" as they get farther away. Start the game with one volunteer who will close his or her eyes or wear a blindfold as you quietly hide a picture flashcard or real life object representing a vocabulary word from today or previous classes. For example: a skirt, a telephone, shoes, or a bag. When the object is hidden, have the class give the hot or cold clues in Spanish as the student searches around the room for the hidden object. Once the student finds it he or she will need to say the word in Spanish. If correct, the student will earn a sticker or peso reward. Have the entire class repeat the word in Spanish as you hold up the object for review. Call on a new student to close their eyes while you hide the next object to continue playing. Keep playing until the seven minutes is up. If some students haven't had a turn yet, let them know they can quickly answer a question to earn a peso or sticker so that you can quickly move on to the next activity.

***Optional Variation:** You can make this activity into more of a scavenger hunt and divide the class into two teams. Give each team a list of vocabulary words with pictures that they are looking for in different orders. The fastest team to find all objects in the room wins. When reviewing the vocabulary that the students have found encourage them use a full sentence in Spanish when giving the answer. For example, "*Me gusta la falda.*"

Tip: For either of these activities reinforce the phrase "*¡Ven acá!*" as you help the students find the different objects around the room. When transitioning around the room for future activities, use this phrase as much as possible to reinforce this lesson throughout the course. Encourage the students to repeat this when you say it.

Juego: Helado frío- Explain that the ice cream Dani and Beto are eating is very cold, but is melting quickly. In this game they will need to pass the "*helado*" around the circle as fast as they can while you play lively Spanish music. This game is just like Hot Potato (*Papa Caliente*). When the music stops, whoever is holding the "*helado*" has to answer a vocabulary question. For example: *¿Qué significa alto? ¿Quién es el primo? ¿De qué color es la falda?*

Actividad: Los globos- There are a lot of fun festival decorations like balloons! For this activity you will need to have colorful balloons blown-up.

For the younger students: Use a variety of colorful balloons and have the students play a color game with *los globos*. Have a bunch of blown up colorful balloons in the center of the



room. (Unless you are able to blow them up with helium, they will float along the floor instead of rising to the ceiling.) Have at least one *globo* for each student. Explain that you will play Spanish music and the students will dance around in a circle with the balloons in the center. When you stop the music the students will race to the center to pick up a balloon. Call out a color in Spanish and the students with that color balloon should pop up and call out the color in Spanish. Continue playing by having the students put the balloons back in the center and resume the music for a second round. *Or you could have the students each place a balloon between their legs and walk around in a circle while the music plays. The first person to drop their balloon gets a question in Spanish. Continue playing by restarting the music and having the students continue to walk in the circle. If they are good at keeping hold of the balloons encourage them to see how fast they can walk! ***Optional Variation:** Divide the class into two teams. One person from each team will compete at a time. When you call out a color in Spanish, the players will race to grab that color balloon from the group of balloons. The student with the fastest correctly colored balloon scores a point for his or her team. Have the entire class repeat the color in Spanish after the answer is given.

For the older students: Tape a small slip of paper with a Spanish vocabulary word face down from class on the outside of each blown up balloon. The vocabulary words should be nouns like: *primo(a), mamá, papa, abuelo(a), la camisa, la bolsa, los zapatos, la hacienda, las botas, los pantalones, el caballo, tío(a), la casa, la falda, el helado, y el teléfono.* Make as many balloons as possible, a minimum of one per student. Divide the class into two teams. Have one player from each team come to the front to compete. Hand each student a balloon. Explain that when you say, "El globo" the students can race to take off the taped vocabulary word from the balloon to translate. The student that calls out the correct translation of their vocabulary word first scores a point for his or her team. Continue playing by having the next player from each team come to the front to grab a balloon. Review each answer in Spanish and have the students repeat for practice. **Tip:** To make this more challenging you can have the students use the vocabulary word in a full sentence and/or add an adjective to describe it. For example: if the word is *bolsa*, the student can say "Me gusta la bolsa roja."

Vamos a dibujar: Encourage the students to draw a picture of their own family at a market, ranch, or a festival in Peru with Dani and Beto. Have a drawing already made for them to see an example of what they should be creating. Hand out blank pieces of paper with coloring supplies for the students. Have them draw their family members and as many vocabulary items that they have learned in class as possible. Walk around and help label the family members and clothing items in Spanish for the younger students. Encourage the older students to try and label their drawings in Spanish by having the vocabulary words on the board or on a poster for them to reference the spelling. Ask questions while the students are working to reinforce the Spanish vocabulary. For example: "¿Qué es esto? ¿Quién es ella? ¿De qué color es la falda?" **Note:** Limit this activity to five to seven minutes. You can collect the drawings and have the students present their drawings to the class next week. Encourage them to point out their family members in Spanish and any other colors or clothing items in Spanish. For the older students you can have them use full sentences like "Me gusta el mercado. Or Me gusta la hacienda hermosa."

Alternate Activity: Storytime



Gather the students in a circle on the floor and read a story in Spanish and English. Here are a few suggestions: *The Llama's Secret* by Argetina Palacios, *Colores Picantes* by Sherry Shahan, *Book Fiesta* by Pat Mora, *Cuadros de familia* by Carmen Lomas Garza or *Too Many Tamales* by Gary Soto. The students might enjoy if Dani or Beto "reads" the book to them as well!

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

Dani: *¡Me gusta el festival!* I like the festival!

Beto: *¡Sí. Pero ahora tengo mucho sueño.* Yes. But now I am very sleepy

Dani & Beto: *Buenas noches Tía Cecilia y Tío Hector.*

Primo Arturo: *¡Mañana vamos a Machu Picchu!* Tomorrow we are going to Machu Picchu!

Teacher: Encourage the class to respond "*Buenas noches*" using a gesture of pretending to lay their head down to sleep.

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. Ask the students to "*Formen una fila en la puerta.* Form a line at the door." Remind the students to look for their newsletter by email after class to practice at home. 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.