

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

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

Day 4 Target Vocabulary: El jardín

<i>los vecinos</i>	neighbors	<i>el jardín</i>	garden
<i>la fuente</i>	fountain	<i>las flores</i>	flowers
<i>el árbol</i>	tree	<i>el banco</i>	bench
<i>lavar la ropa</i>	wash clothes	<i>la lavandería</i>	laundromat
<i>Tengo que_____.</i>	I have to_____.	<i>Buenas tardes</i>	Good afternoon

Optional vocabulary for advanced or older students:

<i>lavar los platos</i>	wash the dishes	<i>poner la mesa</i>	set the table
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Key phrases to repeat during class and encourage Spanish responses:

<i>Gracias.</i>	Thank you.	<i>De nada.</i>	You're welcome.
<i>por favor</i>	please	<i>Bienvenidos</i>	welcome

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.

Specifics for today's class: Have pictures of flowers, trees, and fountains hung up in the room to represent a garden. Set out chairs in a long row or "bench." Tape the picture flashcards under the seats for the *¿Dónde está? en el jardín* game. Have props for the different characters for the interactive puppet skit, such as a backpack, hat, vest, and scarf. Before class starts, build a pretend fountain in an open carpet space in the classroom. This can be as simple as a small pot or vase with blue construction paper and a blue towel or blanket flowing out of it. For the fountain game, write the vocabulary words from today's class and previous classes in Spanish on the blue paper. For "*la lavandería*" song activity bring in soap, a towel, and a bag of clothes (one clothing item for each student). Set these items out in an open area in the room. Have a set of picture and vocabulary words for *La memoria* game. Bring in coloring supplies and blank paper for each student for *La casa loca* drawing activity.

Introduction: Give your students a warm welcome by saying, "*¡Hola, vecinos! Bienvenidos a nuestro jardín!*" Hello neighbors! Welcome to our garden!" Have the students place their backpacks in the back of the classroom. 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.

Interactive Puppet Skit! Ask for volunteers to act out the characters in the skit below: Dani, Beto, and Vecinos José and Rosa. Bring in fun props for the students to wear for the skit,

such as a backpack for Dani and a hat for Beto. Explain that the neighbors are grandparent age, so they can use "older" voices during the skit and wear props like a vest or scarf. Bring in plastic cups for the kids to use as a prop for the skit below. Have volunteers wear nametags for their roles so that the class can understand the skit better. For older students, you can print the skit and hand it to each student. For the younger students, you will need to whisper the part to them during the skit. As the new vocabulary is introduced, point to the picture flashcard in the room. Encourage the rest of the class to sit in the row of chairs that represent a bench by saying, "*Siéntense en el banco en el jardín por favor.* Please sit down on the bench in the garden." (Hold up a picture of a bench and encourage the students to repeat "*el banco*" as they take a seat.)

Dani: *¡Hola, vecinos!* Hello neighbors! (Give hugs to "*los vecinos*")

Vecino José: *Buenas tardes.* Good afternoon.

Vecina Rosa: *Adelante.* Come in. *Estamos en el jardín.* We are in the garden. (Have Rosa hand Dani and Beto a cup.)

Dani y Beto: *Muchas gracias. ¡Salud!* (Clink the cups together before pretending to drink)

Beto: *¡Que bueno!* How great! *Me encantan las flores.* I love the flowers.

Dani: *¡Mira!* *La fuente es tan bonita.* Look! The fountain is so pretty.

Vecino Rosa: *Gracias, niños. Ustedes son tan amables.* Thank you, kids. You are so nice.

Vecino José: *¿Les gusta el árbol de limón?* Do you guys like the lime tree?

Dani y Beto: *Claro que sí.* Of course.

Teacher: Collect the props, nametags, and scripts from the students and say "*Gracias*" for their help. Encourage them to respond, "*De nada*" explaining that this means "you're welcome." Ask the class follow up questions to check their understanding from the skit. For example, "*¿Qué hay en el jardín?* What is in the garden? *¿Qué le gusta a Dani en el jardín?* What did Dani like in the garden?" Hold up the picture flashcards for the following new vocabulary words: *los vecinos, el jardín, la fuente, las flores, el árbol, y el banco*, and encourage the students to repeat the vocabulary words after you, using different goofy voices such as a whisper, squeaky voice, or shout.

Transition: Use your attention getter to regroup the students and move to sit in a close circle around "*la fuente.*" (See the notes above in preparing for class for "*la fuente.*")

Interactive Activity: La fuente- As described in the preparation for the class, have "*la fuente*" with pieces of blue construction paper with vocabulary words from today's class and previous classes written on them. Encourage each student to choose a paper from "*la fuente.*" Gently toss a ball to the first student and encourage him/her to read the word in Spanish to the class. (Note: You will need to use pictures or read the word for the non-readers in your class.) The students in the class should think of the translation in English and raise their hand if they know the answer. The student with the word will throw the ball to the first student who raises his or her hand to answer with the English translation. Continue playing by having the student who gave the answer read his or her vocabulary word and so on. Encourage repetition of the vocabulary and conversation concepts within this activity as the translations are given. For example if "*la cama*" is the vocabulary word, you can ask, "*¿Dónde está la cama?*" to encourage the students to answer "*el cuarto.*"

Teacher: Pick up the puppets and explain that *los vecinos* asked Dani and Beto to help with their laundry: "*lavar la ropa*." Explain to the students that some people in Mexico take their laundry to "*una lavandería*" or laundromat because they often don't have laundry machines in their houses. In most of these "*lavanderías*" you simply drop off your clothes in a bag and they wash, dry, and fold them for you to pick up in a few days. Encourage the class to come with Dani and Beto to "*la lavandería*" and move over to a new area in the room. Have the students stand in a circle for the next song activity by saying, "*Vamos a la lavandería*."

La lavandería: Pass "*el jabón*" and "*la toalla*" around the circle and sing the song "*Así es como...*" to the tune of "This is the way we..." from last week to review "*lavarse las manos*." Encourage the students to use gestures to act out the lyrics while singing. Teach the students that "*ropa*" means clothes, so "*lavar la ropa*" is to wash clothes. Hand out a piece of clothing to each student and sing the new verse below to the song. Encourage the students to pretend to wash the clothes as they sing.

Así es como
Así es como lavar la ropa
Lavar la ropa
Lavar la ropa
Así es como lavar la ropa tan temprano en la mañana

Tengo que... - Ask the students to pass the clothes back to you and sit down in the same circle arrangement. Explain that household chores in Spanish-speaking countries may be different from what they are accustomed to in the United States. For example: Appliances such as dishwashers, clothes dryers, vacuums, and even washing machines are not as common as they are in the United States. Dishes are frequently washed by hand, as are clothes. In some homes, the floors (which are often tile or cement) are often swept and mopped instead of vacuumed since carpet, *la alfombra*, is not very common. Teach the students that "*Tengo que*" means "I have to." With this phrase they can now say, for example, "*Tengo que lavarse las manos. Tengo que lavar la ropa*." See what typical household chores the students do at home: *lavar los platos, hacer la cama, poner la mesa, lavar la ropa, cortar el césped, limpiar el cuarto, sacar la basura, pasar la aspiradora, etc.* Have note cards with the common household chores written in Spanish along with a picture for the students to see. It also works great to assign physical gestures that mimic the action as students repeat the target vocabulary. Pass a maraca asking the students, "*¿Qué haces en la casa?* What you do in the house?" Encourage the students to answer and pick out the picture flashcard for the household chore: "*Tengo que* (the household chore)."

Tengo... - You can also explain to the class that "*Tengo*" means "I have" so they can say sentences like "*Tengo la ropa. Tengo el jabón. Tengo las flores. Tengo la toalla*."

Note: You can choose to instruct one or both of the builder phrases above to the students. If you are working with younger children, the "*Tengo*" plus vocabulary item might work better.



El jardín- Use your attention getter to regroup the students and move back to "*el banco*" in the room. Play a quick game of "*El jardín*" like the game *Around the world*. Two students at a time will stand to compete. When you hold up a picture flashcard of vocabulary from today or past classes, the students standing will race to call out the matching Spanish word for the picture. For example, if you hold up a picture of flowers the students will say "*las flores*." The student with the fastest correct answer will move on to compete with the next student on "*el banco*." Play for about five minutes and then transition using your attention getter or the theme song to the snack and culture lesson.

Merienda & notas culturales: Encourage the students to return to their seats in "*el jardín*" for snack time.

Review with the students that some houses in Mexico don't have yards. Some have "*jardines*" in the center of the house. These "*jardines*" are open so that *las plantas y las flores* can get some *sol y lluvia*. Hotel and restaurants in Mexico also have large and beautiful "*jardines*" in the center of the buildings. *Fuentes* made of stone or tile designs are also very common in *jardines mexicanos*.

Many parts of Mexico are home to different fruit trees such as *el árbol aguacate y el árbol de limón*. The climate in many parts of Mexico is warm most of the year, which allows fruit trees to flourish. *Flores* of many varieties, colors, shapes, and sizes are also abundant year round due to this climate. Show the students the pictures of *el árbol de cacao*, the chocolate tree. The cacao pods on this tree have seeds that are used to make *chocolate*, the refined product that we eat. Hot chocolate can be made by drying the seeds, roasting, grinding, and adding milk and sugar. Ask the students if they would like to have *un árbol de cacao* growing at their *casa*!

About that missing washing machine... In many Spanish-speaking countries, a double-basin outdoor sink with a built-in scrubbing board for washing laundry is common, and wet laundry is usually strung on clotheslines to dry.

Household chores are called "*quehaceres*" in Spanish. With many time-consuming household chores and not many helpful appliances to speed things along, housekeepers and maids are much more common for middle class families than they are in the United States. The *empleada o mucama* (maid) will usually come from 1-7 times a week for a couple hours (depending on what the family can afford) to sweep, do laundry, make the beds, and help the family do whatever else needs to be done.

Cantamos: As a transition, have the students stand singing and using gestures with the theme song for the class: *Vamos por el pueblo*. After singing the song, review the words *el pueblo*, *el mercado*, and *los vecinos*.

Activity good for all ages: ¿Dónde está? en el jardín Explain that Dani and Beto are searching around *el jardín* for different things. In this activity you will use the picture flashcards taped to the bottom of the chairs, which are in a row like a bench. The flashcards should include vocabulary words from class today and previous classes such as: *las flores*, *la*



fuelle, el árbol, los vecinos, el banco, la puerta, la ventana, la silla, la mesa, y la merienda.

Start playing lively Spanish music from your CD player, laptop, or phone, and have the students start walking around the row of chairs. When you stop the music, they will quickly find the closest seat. Encourage the students to "*Siéntense en el banco.* Sit down on the bench." When they are seated, they can look to find the picture image under the seat. When you ask, for example, "*¿Dónde está la fuente?*" the student with the picture of the fountain will hold up the picture and say, "*la fuente.*" Or you can challenge the more experienced students to say, "*Aquí está la fuente.*" Ask where a few different items are and then continue playing by restarting the music and having the students move around "*el banco.*"

Optional variation for the older students: Have the picture images above scattered on the board, a wall, or on a table in the classroom. Divide the class into two teams. One person from each team will race to find the picture for the vocabulary word you call out in the sentence, "*¿Dónde está ___?*" You can use flyswatters for the students to swat the correct picture or they can hit it with their hands. A point is awarded to the team whose player finds the correct picture flashcard first. Continue playing by having two new students compete and calling out a new vocabulary word.

La casa loca- For this drawing activity, have the students move to the desks or tables in the classroom. Hand the students each a blank piece of paper and have coloring supplies in the center. To start, have them write their name on the back of the paper. Explain that the class will be working together to draw "*la casa loca*", the crazy house, you describe. As you describe one part of the house, the students will draw that for a maximum of thirty seconds. Use a timer to help speed them up. After the minute (even if they are not completely finished) they will pass the paper to their right. Each student, now with a new paper, will draw the next part of the house you describe, working from the previous student's drawing. Continue like this for 5-7 minutes as the entire class will be working together on each of the drawings. Encourage the students to work neatly but to use their creativity. You can use the following descriptions or use your own creative ideas. At the end of the 5-7 minutes, help the students find his or her finished "casa" to label in Spanish and take home. Praise the students for their good work.

Es una casa grande con dos puertas (a large house with two doors)

El baño está en la azotea (the bathroom on the roof)

El refrigerador está en el jardín (a refrigerator in the garden)

Hay cuatro ventanas grandes (four large windows)

Un árbol está en la ventana (a tree in the window)

Juego de repaso: La memoria- For this activity you will need a set of picture flashcards and the matching vocabulary words on notecards. These can be from today's class and previous classes. On a table or group of desks, secretly place the picture flashcards face down in no particular order. **Tip:** You can also tape these face down on a wall or the board as well. Divide the class into two teams to play this game of Memory. One person at a time from each team will flip over two cards. If the cards are a match, the team scores a point. If they are not a match, flip them back over in the same place. The goal is for the students to try and remember where each of the different vocabulary words and images are. Continue playing until all matches have been made. The team with the most points wins. **Note:** For the non-readers



in the class you will need to read the cards without images during the activity. During the game, review the vocabulary through repetition once a match is found.

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

Beto: *Los vecinos son muy amables.* The neighbors are so nice.

Dani: *Sí. Yes. En la próxima clase, vamos a ir de compras en el pueblo.* In the next class, we are going to go shopping in town. *¿Clase, quiere venir con nosotros?* Class, do you want to come with us?

Teacher: Encourage the class to respond, "Sí."

Dani & Beto: *Muy bien. Adiós, clase.*

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

Adiós: Sing the "Buenas noches" song to the tune of "Frere Jacques" at the end of class.

Request that the students "*Formen una fila en la puerta.* Form a line at the door." Have the students say goodbye to you in Spanish **and hand you their nametags** before leaving. Remind them to look for your weekly newsletter by email and tell their family about class today. Make sure each student gets picked up by his or her parent or guardian and safely leaves your classroom.