

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

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

Day 5 Target Vocabulary: La caminata a Machu Picchu

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|--------------------------|-------------|---------------------|----------|
| <i>Estoy cansado(a).</i> | I'm tired. | <i>temprano</i> | early |
| <i>tarde</i> | late | <i>el agua</i> | water |
| <i>la mochila</i> | backpack | <i>el suéter</i> | sweater |
| <i>¡Cuidado!</i> | Be careful! | <i>Tengo calor.</i> | I'm hot. |

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 images of Machu Picchu from the intranet and if possible have Incan music playing. As the students enter the room, welcome them to magnificent Machu Picchu by saying "*¡Bienvenidos al Machu Picchu! Welcome to Machu Picchu!*" Show the pictures to the students as they enter the room. For today's class, have the students bring their backpacks with them to the half circle facing you. Hand out the nametags and take attendance with the students saying "*presente*". Remind students of the Classroom Responsibilities, consequence and rewards systems, and the attention getter.

Puppet time! Be sure to use silly voices and keep this lively and fun so the students are engaged and excited.

Dani: *¿Cómo estás Primo Arturo?* How are you Cousin Arturo?

Primo Arturo: *Muy bien, porque vamos a caminar a Machu Picchu hoy.* Very good, because we are going to hike Machu Picchu today.

Beto: (*rubbing his eyes with a tired voice*) *Es muy temprano.* It is very early. (Hold up the picture flashcard of the sunrise and have the students repeat "*temprano*" after you.)

Dani: *Sí porque la caminata a Machu Picchu es muy larga.* Yes, because the hike to Machu Picchu is very long.

Primo Arturo: *Necesitamos preparar nuestras mochilas para la caminata.* We need to prepare our backpacks for the hike. (Hold up a backpack and have the students repeat "*la mochila*" while holding up their own backpacks.)

***Interactive Activity:** For the next vocabulary introduction have the students carry their backpacks around the room to "pack" for the hike to Machu Picchu with you, Dani, Beto, and Primo Arturo. Use real props for the following vocabulary lessons if possible or the picture



flashcards: *las botas, la botella de agua, el suéter, los lentes del sol, el protector solar, el dinero, la cámara, y los calcetines*. Encourage the students to march with you and as you reach each item hold it up and use the phrase, "*Necesito*____. I need____." and mimic packing the item. Start by having the students pretend to put on their boots, grab their water bottles and put on their backpacks. As you continue with the rest of the items in the room have the students pretend to place these in their backpacks. Encourage the class repeat only the vocabulary items for today and review items like: *las botas, el agua, y el suéter*. There will be additional things "to pack" for the adventure that you will not need to formally teach or reinforce. For classes with older students, you can challenge them by formally teaching some of these Spanish words.

Primo Arturo: *Ahora vamos a la caminata. En la tarde vamos a descansar un poco para almorzar.* Let's go to the hike now. In the afternoon we will take a break to eat lunch. (Hold up the picture of the sunset and have the students repeat "*tarde*" after you.)

Teacher: Review the new vocabulary words *tarde vs temprano* with the students by showing the picture visuals of an early morning and the afternoon. Explain that "*tarde*" has a double meaning (*doble sentido*) because it can mean the afternoon or arriving late for an event or appointment. Give the students examples like: *Estoy tarde para mi cita con el médico. Son las dos de la tarde.* Have the students repeat the Spanish phrases after you while holding up the visuals. *The best way to explain the difference between "tarde" and "la tarde" is that tarde means "late" and "la tarde" means afternoon/evening and it will always be accompanied by the article "la".*

***Nota cultural-** In many Latin American countries people are laid back when it comes to the concept of time. People typically arrive late for appointments and events. For example: If a party starts at 6:00, most people will arrive at 8:00. Explain that this is the opposite in the United States, where most people arrive early or on time for everything.

Interactive Activity: La caminata- (Appropriate for all ages) Start this activity by moving to a new open area in the room and explaining that now you are going to start the hike to Machu Picchu with Dani, Beto, and Primo Arturo. The kids can continue to wear their backpacks so that they feel like they are really on the hike. Put picture flashcards for this week and previous weeks' vocabulary around the room, snaking like a path on the floor. When you put on the music, the students should walk along the path, stepping next to the vocabulary pictures. When you stop the music, call out a word in Spanish. Example: *la mochila*. Whoever is standing on/next to that picture will need to identify him or herself. If they can do this in five seconds or less they receive a sticker or peso. Be sure to have the entire class repeat each word for reinforcement. Continue playing by restarting the music and having the students continue to "hike the path to Machu Picchu." Keep playing until 5-7 minutes have passed.

Tip: To make this game a bit more challenging, call out the words in English and whoever is standing on the corresponding picture must say the word in Spanish. You could also play this as an elimination game, where the students are "out" if they don't announce the word they are standing on fast enough. When students are out they can help you call out the next vocabulary word to stay engaged. The winners would be the last few players in the game.



Cantamos: As you transition to the snack time, have 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.

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 hiking to Machu Picchu in Peru and point this out on a map. Machu Picchu means "ancient peak" in Quechua, the language of the Incan people. Machu Picchu is considered one of the eight wonders of the world. Many tourists travel to Peru for the breathtaking views on the trek of the Inca Trail up Machu Picchu. This adventure begins with a four hour car or train ride along the river from the town of Cuzco or "Sacred Valley" as the Incas call it. Once you arrive at the base of the Inca Trail it is recommended that you take a day to acclimate yourself with the extremely high elevation. The acclimation helps your body get used to lower amounts of oxygen available in the high altitudes. Machu Picchu is nearly 8,000 feet above sea level. However, there are cities in Peru that are actually higher like Cusco at 10,800 feet above sea level and Lake Titicaca at 12,420 feet above sea level. Most cities in the United States are between 50-1,000 feet above sea level. Colorado has the highest elevations and Denver is about 6,000 feet above sea level. You can choose to climb or hike on a path or ride a bus to the top. This hike can take up to three days to complete if you hike the entire way. This is extremely challenging and most people don't make it. Porters are people that work there and help climbers along the hike by carrying the heavy items for them. Most people chose to take a bus for a portion of the journey and hike a shorter part. On the hiking trail you need to have a tour guide and it is a very steep and challenging hike. The tour guide must be with a licensed tour group which will include meals and accommodations. Peru has restricted the number of people to 500 per day that can travel the Inca Trail to Machu Picchu in an effort to preserve the site. The cost of the tour can range between \$1,000 to \$2,000 per person. Machu Picchu was discovered in 1911, but there is still a lot of mystery about it because the Incas didn't have a written language. So, there are no records other than oral stories that have been passed along. People still don't know why it was built and why it was abandoned. See if the students would be interested in traveling to Peru or seeing Machu Picchu. Encourage them to finish their snacks so that you can play the next fun game racing to the top of Machu Picchu!

Juego: Race to Machu Picchu- Divide the students into two teams. They will be racing to get to the top of Machu Picchu. Draw about five to seven horizontal lines in a column on the board for each team. The lines represent "stairs or steps" to Machu Picchu. Have one player from each team stand up at the board to compete. You will be holding up picture flashcards or the real life objects of the vocabulary items from today's class. The players competing at the board will race to call out the correct Spanish translation to earn a point or "climb a stair to Machu Picchu." The fastest team to reach the top wins!

***Optional Variation for older students-** Use the same lines on the board as above to represent the stairs of Machu Picchu. In this game one player from each team will start at



the bottom "stair" on the board. When you call out a vocabulary word in Spanish, the students will race to write the translation on the bottom "stair" as fast as they can and then quickly sit down so that you can see their answer. The team with the fastest correct answer gets to keep the answer on that "stair" and move on to the next stair for the next translation. The other team or teams have to erase their answers and continue at the first "stair." Continue playing for the five to seven minutes or until a team reaches the top of Machu Picchu.

Tip: To make this more challenging you can call out the English vocabulary word and have the students write the Spanish translation.

Sing the following song to the tune of Farmer in the Dell with the students and have them march as you move to a new space in the room and make a circle.

Vamos a Machu Picchu

Vamos a Machu Picchu

Toda la clase vamos a Machu Picchu

Pick up the puppets again and have them pretending to walk along the path of Machu Picchu again. Act out climbing and use a scared expression to show the adventure of hiking Machu Picchu.

Primo Arturo: *¡Cuidado!* Be careful! *Hay muchas rocas y el camino es muy empinado.* There are a lot of rocks and the path is very steep. (Encourage the class to repeat "*¡Cuidado!*" after you. Explain the usage of this phrase by giving more examples.)

Beto: (with an exhausted voice) *Tengo calor.* I'm hot. (fanning herself) (Encourage the class to repeat "*Tengo calor*" while fanning themselves multiple times in different voices for practice.)

Dani: *Yo también.* Me too. *Estoy cansada.* I'm tired. (Encourage the class to repeat "*Estoy cansado(a)*" while pretending to lay their head down or yawn. If there is time, remind the students of the appropriate gender ending to this phrase and have each student take turns saying the phrase and making the gesture individually.)

Primo Arturo: *¡Ven acá!* Come here! *Podemos descansar y almorzar.* We can take a rest and have lunch.

***Interactive Practice:** Review the question, "*¿Cómo estás?*" with the students and teach the new response, "*Estoy cansado(a).* OR *Tengo calor.*" Encourage the class to repeat these phrases with a tired voice or with fanning themselves. Explain the gender difference in the ending of "*cansado(a)*" by giving different examples. Pass a ball or maraca around the circle and have the entire class ask the question to each student when they receive the object. Encourage the students to pretend that they are also tired or hot from the long hike to Machu Picchu by responding, "*Estoy cansado(a).* OR *Tengo calor.*"

Juego: ¡Ven acá!- (For older students) Explain that Dani and Beto are hiking along the path to Machu Picchu, but it is a bit rocky and steep, so they need to stop often before they can continue walking. When they stop they need to check with their porter or tour guide to see if they can move on. This game is a variation to the Red light Green light game. Have all students stand in a row facing you with a large distance between you and them. For this game hand each student a piece of paper and marker for them to write answers. As the tour guide or porter you will call out a question they will write their answer (without looking at others) on the paper and hold it up for you. For example if you ask, "*¿Qué significa 'mochila'?*" What does *mochila*



mean?" The students should write "backpack" and hold it up. If they get the answer correct, they get to take one step forward towards you. If they are not correct, they stay in the same spot. The object of the game is for the students to race to reach you. Continue playing by calling out new questions for the students. When the first student (or group of students) reaches you give the entire class *"un aplauso"* for their hard work. The winners can also receive stickers or pesos. Be sure the entire class repeats the vocabulary words as they are given for practice during the game. During the activity use the phrase *"¡Ven acá!"* when the students get to move forward for a correct answer to reinforce this phrase.

***(Variation for younger students)-** Instead of having the students write their answers, have each student whisper or call out the answer to you (the tour guide) at the check point to see if they can move on.

***Temprano o Tarde:** Continue with the basic set up of the game above with slight variations described below to reinforce the *temprano y tarde* concepts. Hand each student a card, with one side representing *"tarde"* and the other side representing *"temprano."* Have the word in Spanish and a picture on the card. Review the different meanings and have the students repeat the words after you. In this variation of the above game you will call out a sentence or description bilingually that either represents *"tarde o temprano."* The students will each choose which side of the card to hold up that best matches your description. If they are correct, they get to take a step forward. For example, if you called out, *"Son las seis de la mañana. It is 6:00 A.M."* the students would hold up the *"temprano"* card. Here are some other example sentences or phrases to call out, *"Está muy oscuro afuera. It is dark outside. Mi cita es a las 5:00, pero ahora son las 5:15 y hay mucho tráfico. My appointment is at 5:00, but now it is 5:15 and there is a lot of traffic."* **Variation:** Divide the class into two teams and have a card for each team. Have the students from each team take turns on competing to see who can hold up the correct side of the card for the description you call out the fastest.

Pistas: Machu Picchu is a mysterious place to visit because there is not a written record of the history from the Incas. Join Dani, Beto, and Primo Arturo to play a fun mysterious game of clues. Divide the class into two teams: *Equipo Dani y Equipo Beto*. Line the teams up facing you. Put a set of about ten vocabulary words that are review and from today in a bag so that you can draw blindly. Explain that you are going to give *una pista*, a clue, for the vocabulary word you draw. The players at the front of the line must race to say the word in Spanish. Whoever says the right word the fastest scores a point for his or her team. The players then go to the end of the line and the next players in line will be given the next clue. Some suggested clues are listed below. Feel free to add more! Tip: For the younger students, post the picture flashcards of the possible answers up on the board to help speed up the game and help them reference the vocabulary. For all students: Review the vocabulary words with the flashcards before starting the activity to make sure it is successful.

Sample Clues:

Se dice esto cuando la temperatura es 90 grados. You say this when it is 90 degrees outside.
(Tengo calor.)

Dairy Queen, Haagen Dazs, Ben & Jerry's, Baskin-Robins (helado)

Los anillos de diamantes son ____. Diamond rings are _____. (caro)

El hermano de tu mamá es tu ____. Your mom's brother is your _____. (tío)



Me contestas cuando te llame. You answer me when I ring. (teléfono)

Tu mamá dice esto si estás demasiado cerca de una estufa caliente. Your mom says this if you get too close to a hot stove. (¡Cuidado!)

Actividad: Busca a tu amigo del camino- Explain to the students that it is getting dark on the path and Dani and Beto are having a hard time seeing each other. In this game the students will need to find *un amigo del camino* or hiking friend just like Dani and Beto. Their *amigo del camino* will have the matching picture or vocabulary word to the card they receive. Have two sets of note cards with the Spanish vocabulary words on one and the matching pictures on the other set. Hand the cards out to the students. The students keep their cards secret and start walking around the room while you play music. When you stop the music, the students must find their matching partner without talking. For example: the student with the picture of water and the student with the card reading "*el agua*" will match up. Change cards and start again.

Repaso: Choose one of the following review activities according to the age group and needs of your students.

¿Quién y cómo es?- (Appropriate for younger classes) Review the past vocabulary lessons with a quick "Pop Up" game. Hand out picture flashcards representing family members or clothing items from class so that each student has one card. As you hand out the flashcards be sure to call out the Spanish word and have the class repeat after you. Have the students sit in a row facing you. Let the students know that they should "pop up" when you call out what or who is in their picture in Spanish. For example: When you call out *el primo*, the student with that picture should jump up. Have the students rotate cards after you have called out all of the vocabulary. For the second round explain that you are going to call out adjectives or colors in Spanish and if their card matches the description they should pop up. For example: When you call out *baja* the student with the picture of a short grandma should jump up.

For older students: Hold up a picture of someone from Peru (preferably in indigenous clothes.) Have the students work in teams to write as many adjectives to describe the person as they can. Continue playing by holding up a new photo.

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

Dani: *¡Me gusta Machu Picchu!* I like Machu Picchu!

Beto: *Me gusta el helado.* I like ice cream. (to a student) *¿Qué te gusta?* What do you like?

Me gusta...- (Appropriate for all ages) Review with the class that *Me gusta* means "I like." Have the students repeat this phrase a few times to be sure they can say it. Play this game that is similar to "I am going on a picnic..." Stand in a big circle and pass around an object such as a maraca, sombrero, or ball. Each student will need to say *Me gusta* _____ and name a Spanish vocabulary word from class as they are passed the object. They also need to repeat the vocabulary that everyone else has said thus far as well. For example: *Me gusta el helado, la camisa, el mercado, etc.*

Tip: It would be helpful to have a list of vocabulary words up on the board for the students to reference so that they can quickly give answers.



Beto: *Machu Picchu es increíble, pero estoy muy cansado.* Machu Picchu is incredible, but I am very tired.

Dani & Beto: *Sí. Buenas noches, Primo Arturo.* Yes. Good night, Cousin Arturo.

Primo Arturo: *Mañana vamos a explorar Machu Picchu más y regresar a Cuzco.* Tomorrow we are going to explore Machu Picchu more and return to Cuzco.

Dani: *¿Después vamos a una aventura nueva en Nazca?* After are we going on another adventure to Nazca?

Primo Arturo: *Es correcto. Hasta mañana primos.* That is correct. See you tomorrow cousins.

Teacher: Encourage the class to respond "*Hasta mañana*" using a gesture of waving goodbye.

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.