

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

Lesson Plan 6 Note: All activities should take 5-7 minutes.

Day 6 Target Vocabulary: El Mirador y el Museo de Nazca

<i>el mono</i>	monkey	<i>el pájaro</i>	bird
<i>el árbol</i>	tree	<i>las manos</i>	hands
<i>Tengo sed.</i>	I'm thirsty.	<i>una bebida</i>	drink
<i>Tengo hambre.</i>	I'm hungry.	<i>la comida</i>	food

Key phrases to repeat during class and encourage Spanish responses:

<i>Necesito...</i>	I need...	<i>¡Qué chévere!</i>	Cool!
<i>Por favor</i>	Please	<i>Gracias</i>	Thank you

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: As the students enter the room, welcome them to Nazca, Peru by saying "¡Bienvenidos a Nazca, Perú! Welcome to Nazca, Peru!" 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.

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

Dani: *¡Ay! Finalmente estamos en Nazca. We are finally in Nazca. Fue un viaje muy largo de Machu Picchu. That was a long trip from Machu Picchu.*

Primo Arturo: *Sí. Pero ahora vamos a visitar el Mirador para ver las líneas de la Nazca cultura. Yes. But now we are going to visit the Lookout to see the lines from the Nazca culture.*

***Interactive Lesson:** Have the students stand up and follow you to "El Mirador". Have the pictures of the Nazca lines on the floor with the students standing around them pretending to be on the tour with our class *amigos*.

Beto: *¡Qué chévere! Cool! Veo un mono. I see a monkey. (Point to the monkey geoglyph and have the students repeat "el mono". Encourage the students to make the sound monkeys do and mimic their gestures while repeating to help associate the vocabulary word.)*

Dani: *¡Mira! Es un pájaro. Look! It is a bird. (Point to the bird geoglyph and have the students repeat "el pájaro". Encourage the students to make bird sounds and mimic flying with their arms like wings while repeating to help associate the vocabulary word.)*



Primo Arturo: *Y aquí hay manos.* And there are hands here. (Point to the hands geoglyph and have the students repeat "las manos". Encourage the students to clap their hands to help associate the vocabulary word.)

Dani: *Y esto es un árbol.* And this is a tree. (Point to the tree geoglyph and have the students repeat "el árbol".)

Teacher: *¿Qué más ustedes ven?* What else do you guys see? (Encourage the students to guess what they see in the other geoglyphs like the spider, llama, or shark. Even though these words won't be formally taught, give the Spanish translations.)

***Interactive Practice:** 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. Hand two students each a flyswatter. Explain that when Dani or Beto says, "*Me gusta...*(vocabulary word)" the students will race to swat the correct picture flashcard they are talking about. After the answer is found, encourage the whole class to repeat the complete phrase after you.

Actividad: Scavenger Hunt- Explain that Dani and Beto are having a lot of fun learning about the mysterious Nazca lines and want to keep searching for more cool images. Divide your class into two teams Equipo Dani and Equipo Beto. Explain to your class that they will be working together as teams to complete the scavenger hunt that is set up throughout the room. Have a picture for each vocabulary item hidden around the room or at assigned stations. Here is an example order: *las manos, el mono, el pájaro, el árbol, el agua, la casa, las botas, el helado.* Next to each picture should also be a clue for the next station in Spanish and English. Walk with the class to help facilitate the activity. Encourage all students to participate. Example clue: For the monkey: *Es un animal de la selva. Sube a los árboles. Típicamente es marrón o negro.* Note: For the younger students you will need to read each of the clues to the students with the English translations. For the older students, list the English translations after the Spanish sentences and encourage the students to read the clues out loud.

***Optional Variation-** Hide two sets of picture flashcards of the vocabulary words around the room and in different locations. Give each team a list of the vocabulary words. Tell the teams they must race around the room to find all the items on their list. You can give each team a bag to collect the flashcards in. Whichever team finds all of the words first, wins. Notes: It is very important that you review the Student Responsibilities and Reward and Consequence System before starting this active game. Also, if you have an older or more advanced class, you can mix in additional vocabulary from previous weeks such as *la hacienda*.

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: Use the phrase "*¡Ven acá!*" to encourage the students to sit and quietly eat their snack while you share the culture lesson for the day. Use the words "*por favor*" and "*gracias*" while encouraging the students to repeat these after you. Show the pictures from the intranet while explaining to the students that Dani and Beto are visiting the Lookout, "El Mirador," in Nazca, Peru. Be sure to use Spanish first and follow it up with the English translations. Show them the map of Peru while pointing out all of the different



locations they have been. The city of Nazca is in the desolate pampa in the Southern part of Peru. The mysterious Nazca lines that were preserved for nearly 2,000 were discovered in 1939. The drifting desert sands hid these intriguing geoglyphs, or large designs on the ground. These lined drawings were made from removing surface stones and piling them next to the lighter soil that was revealed beneath. The drawings are mainly of geometrical shapes, animals, and birds that range in size from up to 1,000 feet in length. These creations are spread out over about fifty miles in the Nazca Desert. There is still the mystery of why these geoglyphs were created. Tourists can take a small flight over the desert for a bird's eye view. This costs approximately \$45 US dollars. You can also visit "El Mirador", the Observation Tower, and many museums for more views and information of the Nazca Lines. The Nazca culture flourished between 300BC and AD800. In addition to the Nazca Lines, this culture created the impressive system of underground aqueducts, a channel that carries water over a distance, named *Puquios*, that are still working today. Since this is a desert area, these aqueducts are very useful in transporting water.

In November 1996 there was a large earthquake that destroyed the entire city of Nazca. But, within twelve years the city was rebuilt. Show the picture from the intranet of the beautiful main square.

A popular soda in Peru is called Inca Kola with a really sweet fruity taste similar to the bubble gum flavor. It was created in Peru in 1935 and is a source of pride for Peruvians. Only outside of Peru does Coca-Cola own the trade mark for the brand. The name "Inca Kola" refers to the Quechua words for king and queen.

Viva la Papa is a brand of potato chips with Peruvian inspired flavors like Anticucho BBQ and Mixed Chillies and lime. The potatoes used for the chips are grown in Peru, which has more than 4,000 varieties of potatoes.

Sing the following song for the students as you encourage them to march with you to a new space in the room and make a circle. Pick up the puppets again and continue with the skit below.

Tengo hambre y Tengo sed (to the tune of "My Darlin' Clementine")

Tengo hambre, tengo hambre, tengo tanta hambre

Me gusta la comida.

¿Tienes hambre también?

Tengo sed, tengo sed, tengo tanta sed

Me gustan las bebidas.

¿Tienes sed también?

Primo Arturo: (*Using a dry voice and grabbing his throat*) *Tengo sed.* I'm thirsty. (Encourage the students to mimic this gesture and repeat after you, "*Tengo sed.*")

Dani: *Estoy de acuerdo* I agree. *Necesito una bebida.* I need a drink. (Hold up a beverage or a picture flashcard and have the students repeat "*una bebida*" after you.)

Beto: (While rubbing his belly) *Tengo hambre.* I'm hungry. *Necesito comida.* I need food. (Have the students mimic the gesture and repeat "*Tengo hambre.*" Then hold up food or a picture flashcard and have the students repeat "*la comida*" after you.)

***Interactive Practice:** Review the two new phrases above with the students along with "*Tengo calor.*" from last week by showing an exaggerated gesture and having the students call out the Spanish phrase. Also review "*una bebida*" with a gesture of drinking something and "*la comida*"



with a gesture of eating something. You should also hold up the corresponding visuals. Teach the *Tengo hambre y Tengo sed* song from above to the students by having them repeat each line after you. Encourage them to stand and use gestures while singing.

Juego: Charades Race- After the review above, have the students stand and play a quick game of Charades. Divide the class into two teams. Have each team stand in a line facing you. The first student from each team will compete first. As you make a gesture matching what you have just practiced with the students, they will race to call out the correct Spanish phrase. For example: If you pretend to be hungry the students should race to call out "*Tengo hambre.*" The student to respond the fastest with the correct answer scores a point for his or her team. Once the students have a good grasp of the new vocabulary, feel free to add review vocabulary elements. For example: Use the physical gestures you assigned for the family members in week 1. You can also substitute this game for Pictionary. (You can also have the students take turns acting out the gestures for the vocabulary words they pick out of a hat or you whisper to them.)

Actividad: Las estaciones del museo- Explain to the class that Dani, Beto, and Primo Arturo are visiting the museum to learn more about the Nazca Lines. For this activity you will have the class follow you around the room to the different station activities listed below. Explain to the class that they will be visiting the different parts of the museum with the class amigos. When you move around the room between stations sing the theme song or the song below again to the tune of the Farmer in the Dell. Have each of the following stations set up around the room before starting the activity. Try to keep the activities at each station brief (less than five minutes) so that you can keep the students engaged and moving at a faster pace. As you are moving between stations, use the phrase "*¡Ven áca!*" to encourage the students to come to each new station.

Vamos al museo

Vamos al museo

Toda la clase vamos al museo

Estación 1: El susurro- Explain to the students that it is respectful to speak quietly in museums. For this game all students will need to use a "*susurro*" (whisper). Divide the class into two teams and have them sit in lines facing you. You will call the first person from each team to stand and you will whisper one of the vocabulary words to him or her. That person then whispers the word in Spanish to the student behind him or her. Students will keep whispering down the line until the last person hears the word. Once the whisper gets to the last person in the line he or she will run up to you and whisper the answer to you. The fastest team to whisper the correct answer to you scores a point. Continue playing by having the students rotate in their lines so there is a new first player and so on.

Estación 2: Necesito...- For this station have objects representing vocabulary items (or picture flashcards) set out in an area of the classroom like a museum. Vocabulary to use: *el mono, el pájaro, las botas, la mochila, la falda, la bolsa, los zapatos, la camisa, el caballo, y el teléfono.* Separate the class back into the two teams from the previous game. When you call out "*Necesito la mochila*" one player from each team will race to grab the backpack. The fastest player to grab the correct item and hold it up scores a point for his or her team.



After each item is found encourage the entire class to repeat the word in Spanish for extra practice. Continue playing until each student has had a turn to compete. ***Optional Variation for older students:** Have the items set out in an area like at a museum. Explain that the museum needs to correctly label the items in Spanish for visitors. Separate the class into two teams again. Hand the first team flashcards with the matching words for the items. The team will work together racing to place the labels in front of the items as you time them. After the first team is finished, check the note cards to be sure they are correct. If any corrections need to be made, add time for each correction. Take down all of the note cards and hand them to the second team. They will do the same racing to beat the first team's time. After all of the answers have been given, review the vocabulary by holding up the item and having the students call out the word in Spanish.

Estación 3: El árbol genealógico - At the museum Dani, Beto, and Primo Arturo have seen a lot of great handicrafts and are learning about the history of the Nazca people. However, there are still a lot of mysteries about the culture since there was not a written record of their history. Family trees are a great way to keep record of your family heritage or history. Review the family member vocabulary with the students by holding up the picture flashcards and asking, "¿Quién es?" Show the students a visual example of a completed family tree. Explain that each of them will create a small family tree that represents their family including their parents and grandparents and possibly siblings. Hand out the copies of the family tree outline for the kids. Show the students that they will start with themselves ("yo") at the base of the tree, writing their name in the first circle on the tree. The next two circles would be their parents and then their grandparents. Explain that they will write their family member's name next to their appropriate relationship in Spanish. For example: *Mamá: Susan, Papá: Sam, Abuelo: Chris, Abuela: Margaret.* **Note:** For the younger students, the kids can draw small pictures of their family members in the circles if they cannot write their names. Then they can orally tell you the names of their family members.

After the students have completed the fun museum activities give *un aplauso* for their hard work.

Optional Repaso: Use the Family Trees from the previous activity and have the students each choose one family member to describe in Spanish. Write the following adjectives they can choose from on the board and review them with the students: *hermoso(a), amable, alto(a), o bajo(a).* Give the students an example sentence like "Mi mamá es hermosa." Or "Mi abuelo es bajo." Call on volunteers to share their family tree and description sentence in Spanish to the class. Praise the students for their efforts and encourage the class to give *un aplauso* after each student presents.

***Variation for the younger students:** Play a quick game of *Árbol Caliente* (similar to Hot Potato). Explain that you will be playing Spanish music and the students will be passing around a ball or picture image of a tree. When the music stops whoever has the object will need to answer a question in Spanish. Reinforce the adjectives and family member vocabulary the students have learned in these questions. For example: "¿Es tu papá alto o bajo?, ¿Cómo es tu mamá? What is your mom like?" The kids can answer in with one word instead of full sentences. You can also review color adjectives with the animal vocabulary words. For example: Hold up a



picture of a yellow bird and say "*¿De qué color es el pájaro?*" What color is the bird?" Or a picture of a horse and say "*¿Cuál animal es?*" What animal is this?" When the answers are given, reinforce the concept with the class by having them repeat the vocabulary word after you. Praise all students for their efforts and give stickers or pesos for their participation.

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

Dani: *Las líneas de Nazca son muy interesantes. The Nazca lines are very interesting.*

Beto: *Estoy de acuerdo. I agree.*

Primo Arturo: *Vamos a viajar a Arequipa para la próxima aventura. We are going to travel to Arequipa for the next adventure.*

Dani & Beto: *Y tenemos una sorpresa para ti Primo Arturo. And we have a surprise for you Cousin Arturo.*

Primo Arturo: *¿De veras? Really? ¡Excelente!*

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