

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

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

**Day 6 Target Vocabulary: El pueblo**

<i>la iglesia</i>	church	<i>el parque</i>	park
<i>las calles</i>	streets	<i>el policía</i>	police officer
<i>la gente</i>	people	<i>la bicicleta</i>	bicycle
<i>Yo veo_____.</i>	I see_____.	<i>la paleta</i>	popsicle

**Key phrases to repeat during class and encourage Spanish responses:**

<i>¿Dónde está_____?</i>	Where is_____?	<i>Está aquí.</i>	Here it is.
<i>¿Cuántos hay?</i>	How many are there?	<i>¡Vámonos!</i>	Let's go!

**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 the picture flashcards for today's class and previous classes. Post the pictures in the room or bring in props for "el pueblo" interactive lesson. Have chairs in a circle or in a row back to back for the Musical Bench game and the bench portion of the interactive puppet skit. Print two sets of picture flashcards for the *Las calles* and *El parque* games.

**Introduction:** Have Dani and Beto greet each student as s/he walks through the door by saying, "¡Hola! ¿Cómo estás? How are you?" Encourage the kids to show you a thumbs-up as they say, "Muy bien." Have the students place their backpacks in the back of the classroom and form a line standing at the entrance of the classroom. Take attendance and have the students respond, "Presente." Remind students of the classroom responsibilities and consequence and rewards systems as well as the attention getter.

**Interactive activity & vocabulary lesson: El pueblo-** Pick up your puppets to introduce the following interactive skit below.

**Dani:** *Beto, ¿quieres ir al pueblo conmigo?* Beto, do you want to go to "el pueblo" with me?

**Beto:** (with an excited voice) *¡Sí, claro!* Yes, of course!

**Dani:** *¡Buena! ¡Vámonos!*

For this interactive activity you will have the class follow you to an open area in the room where you have the pictures posted representing "el pueblo": *el parque, las calles, la iglesia, el árbol, la fuente, y la bicicleta*. Have the kids stand and follow you from picture to picture around the room as you continue the interactive puppet skit below to introduce the new vocabulary and review past vocabulary. For the first part of the skit, pick a small group of kids



to sit on a makeshift bench (such as a group of chairs) to represent "la gente." You can even give them props like newspapers, books, or coffee cups to set the scene.

**Dani:** *¡Mira! Hay mucha gente sentada en el banco.* There are a lot of people sitting on the bench. (Encourage the kids to repeat "la gente" and "el banco" after you as you point to the group. Ask the students, "¿Cuántos hay?" and count the people in the group together in Spanish.)

**Teacher:** Secretly choose a student to be "el policía" and have the student wear a badge, vest, or hat to play the part.

**Beto:** *Yo veo el policía también.* I see la policía also. (See if the students can find "la policía" and point him or her for you. Hold up the picture flashcard and point to the student with the props and encourage the class to repeat "la policía.")

**Dani:** (pointing to the posted picture of the church) *La iglesia es tan bonita.* The church is very pretty. (Ask the kids, "¿Dónde está la iglesia?" and move over to the picture once it is found. Repeat the new vocabulary word using a whisper voice and have the kids whisper the word in Spanish to the "amigo" next to them.)

**Teacher:** Point to each of the remaining vocabulary pictures and teach the students the new words: *las calles, el parque, y la bicicleta.* Review *la fuente y el árbol* by asking, for example, "¿Dónde está la fuente?" Call on volunteers to point out these items and encourage the class to repeat after them.

**Interactive Activity:** Play a game of I Spy (*Yo veo*) with the students to review the vocabulary words: *las calles, la policía, el árbol, el banco, la gente, la fuente, las flores, la iglesia, el parque, la bicicleta.* Write the phrase "Yo veo" on the board or have it on a small poster to show while encouraging repetition. Explain that you will start by telling something you see in *el pueblo* and the students will look to find it among the pictures. When they find it, they will quietly raise their hands. You will call on the first student to raise a hand and that student will point out the correct item. Encourage whole class repetition with the sentence "Yo veo" and the vocabulary word before moving on to the next item. For additional student practice, whisper a vocabulary word to the student who found the last item and have him or her call it out using a full sentence in Spanish; for example, "Yo veo el banco."

**\*Optional Variation:** Hand two students a flyswatter. Explain that when you call out, "Yo veo (vocabulary word)," the students with the flyswatters will race to swat the correctly matching picture flashcard. After the answer is given, make sure the entire class repeats the word with the sentence "Yo veo \_\_\_\_" as you hold up the image. Continue playing by having the students pass the flyswatters to a new classmate and call out another item.

Pick up the puppets to introduce the next game, where you will move to the chairs that are set up in a row like a bench.

**Dani:** *Mmm... Tengo hambre. Quiero una merienda.* I want una merienda. (See if the students can tell you what Dani said in Spanish. Review this phrase by having the class repeat "Tengo hambre" while rubbing their bellies.)

**Beto:** *Yo también. Me too. Quiero una paleta.* (Hold up a picture of a popsicle or a pretend one (made by colored construction paper cut out and taped over a popsicle stick) and encourage the class to repeat "la paleta" after you.)



**Beto:** *Vamos al parque. Podemos sentarnos en un banco allá para comer las paletas.* Let's go to the park. We can sit on the bench over there to eat the popsicles.

**Juego: Los bancos musicales-** Have chairs set up in your classroom for a game of *Bancos musicales*. Have enough chairs for all students. This game will not be an elimination game. Place a picture flashcard from class secretly under each chair. When you play Spanish music, the kids will walk around the chairs. When the music stops, they will quickly find a chair to sit in. When you call out, "Yo veo \_(vocabulary word in Spanish)\_," the kids will look under their seats to see if they have the matching card. The student with the card should stand up and repeat it in Spanish for you. Continue playing by having the students put the flashcards back under the seats and walk around to the music.

**\*Optional variation:** You can have one less chair in the circle, so one student will not have a chair. This student can come to the center of the circle with you to call out the next sentence in Spanish as described above. The student then goes back out and returns to the game. Each round will have one new student that doesn't get a chair and helps you in the center.

**Merienda & notas culturales:** Gather the students in a new space on the floor with their snacks and initiate a discussion about *el zócalo*, the town square, while showing them the pictures from the intranet. Explain that this is what the main square is called in Mexican cities. Most Latin American towns and cities have a main plaza or town square, but it is more commonly called "el parque," "el centro," or "la plaza." A cathedral or church (*la iglesia*) usually stands on one end, a government building on the other, and shops (*tiendas*), food vendors, balloon and craft sellers, and families are crowded all around. Since people often don't have yards, they gather in *el zócalo*. Families may spend an afternoon in the *zócalo* together enjoying the entertainment, the food, and the sights. At night, musicians serenade customers at the cafes. Pass around the pictures from the intranet of bustling *zócalos* in Mexico for the kids to see what you are explaining in real life. Common things to see in *el zócalo* are *los bancos, la gente, la fuente, los árboles, y las flores*.

In some parts of Mexico, poorer children sell "*chicle*," "*artesanía*," or "*dulces*" in the *zócalo* to try and help their families. Many of their families are so poor that they depend on the money; therefore, the children work instead of going to school. Ask the students what they think it would be like to work and not go to school.

Show the students a picture of *la bandera de México* and point out the colors *rojo, verde, y blanco*. Explain that there is *un águila* with *una serpiente* in its mouth. You can send the kids home with a blank copy of the flag from the intranet for them to color at home. Play a short clip of the Mexican national anthem for the students to hear on your phone, iPod, or CD player (Sing Dance Laugh & Eat Tacos CD #2, Track 1). Explain that Mexicans also sing their anthem before sporting events, just as we sing our national anthem in the United States. You can also show this YouTube video to the students of *el zócalo* in Oaxaca, Mexico:  
[http://www.youtube.com/watch?v=JoS5b\\_2Jy3E](http://www.youtube.com/watch?v=JoS5b_2Jy3E).



**Activity good for all ages: Veo-** Play this game like Duck, Duck, Goose. The tapper, however, will say, "Veo, veo, veo...¡Paletas!" When the student says the last word "paletas," whomever is tapped on the head at the time will have to answer the question you ask. For example: "What is *la iglesia*?" Or "How do you say 'bicycle' in Spanish?" This game doesn't need to be an elimination game; the student who answered a question can be the next tapper and the previous tapper can take his or her place. This way the students all remain engaged during the activity. **Tip:** Include questions on review vocabulary from past classes as well.

**Conversation practice for the older students:** Review all of the different phrases and sentences the students have learned by writing them on the board or on a poster and showing examples with the vocabulary from class: *Yo veo* \_\_\_\_, *Tengo que* \_\_\_\_, *Necesito* \_\_\_\_, *Hay* \_\_\_\_, *Tengo hambre.*, etc. You can also review the phrase "*Tengo* \_\_\_."

Divide the class into two teams and hand each team a blank piece of paper. Give the teams each 4 minutes to work together to write down all of the different sentences they can use with the builder phrases and vocabulary from classes thus far. This will be a race to see which team has the most sentences in Spanish. After the time is up, ask the students, "¿Cuántos hay?" and have the team players take turns reading the sentences in Spanish to the class. This is a great opportunity to review lots of past vocabulary and conversation elements. Praise all of the students for their hard work with *un aplauso* and high fives saying, "*Dame cinco.*"

**\*Variation for the younger students:** After reviewing the conversation phrases and sentences above, hand each student a picture flashcard representing a vocabulary word from class (while saying it in Spanish for review) that can be used in a sentence with "*Yo veo.*" For example: *la bicicleta, la paleta, el árbol*, etc. Toss a ball to each student or pass a maraca around the circle. When the student receives the ball or maraca he or she will say, "*Yo veo* (vocabulary word in the picture)." For example, if the child has the picture of a fountain, s/he would say, "*Yo veo la fuente.*" Continue this activity to practice *necesito* by handing out new picture flashcards that can be used with this like: *el jabón, el champú, la toalla*, etc. Or hold up a picture with a vocabulary word and use the word in a sentence with one of the phrases above and have the students guess what you are saying. For example, you might hold up the prop or picture of *el cepillo de dientes* and say "*Necesito el cepillo de dientes.*" Encourage the entire class to repeat the whole phrase in Spanish after the answer is given.

**Actividad de repaso: Las calles-** For this activity, place picture flashcards in two curvy "calles" that form two circles in an open space in the room. You will need two sets of picture flashcards so that each street will have the same set of pictures. Divide the class into two teams, and have one team on each "street." Explain to the class that they are walking on *las calles del pueblo con Dani y Beto*. When you put on the music each team will walk along *la calle* next to the pictures. When you stop the music, they should stop next to the picture closest to them on *la calle*. When you call out, "¿Dónde está (vocabulary word)?" the students standing next to that card will race to pick it up and call out the word in Spanish. The player who shows you the card and calls out the word the fastest scores a point for his or her team. After the answer is given, encourage the whole class to repeat the Spanish word. Continue playing by starting the music and having the kids walk around the streets again and so on.



**Note:** Include vocabulary flashcards from today's class and previous classes.

**Juego: El parque-** Explain that Dani and Beto are walking along the park and there are a lot of people, so they often need to stop before they continue walking. This game is a variation to the Red light, Green light game. Divide the class into two teams and have them stand in rows facing you with a large distance between you and them. Hand each team player a picture flashcard, so that there is one on each team. When you say, "Yo veo (vocabulary word)" the student on each team with that picture flashcard will race to step forward and hold it up. The team with the player who steps forward the fastest gets to take the step forward with the player. The other team player has to step back to the original place with the team. The object of the game is for the teams to race to reach you. Continue playing by calling out new vocabulary for the students. When the first team reaches you, give the entire class *un aplauso* for their hard work. The winning team can also receive stickers or *pesos*. **\*Variation:** Have a player from each team stand to compete at a time. When you say "Yo veo\_\_" and hold up a picture flashcard the student that answers with the correct Spanish vocabulary word from the picture gets to take a step forward (along with his or her team). Continue playing by having a new member from each team compete for the next question. The team that makes it the farthest wins the game.

**\*Optional variation for older students:** You can play this game on an individual basis instead of as a team game. Hand each student a piece of paper and a marker for them to write answers. When you 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 la gente? What does *la gente* mean?" The students should write "people" 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.

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

**Beto:** (yawning and in a sleepy voice) *Tengo sueño*. I'm tired.

**Dani:** *Yo también*. Me too. *Vamos a la casa*. Let's go home.

**Dani & Beto:** (waving) *Hasta luego, clase*.

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

**Adíos: Adíos:** 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.